

**DEVELOPING ENGLISH LEARNING MATERIALS USING
A THEME-BASED STORYBOOK FOR READING COMPREHENSION
OF “WHEN ENGLISH RINGS A BELL” TEXTBOOK
FOR GRADE VII OF SMP/MTs**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education**



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**ENGLISH EDUCATION DEPARTMENT
LANGUAGES AND ARTS FACULTY
YOGYAKARTA STATE UNIVERSITY
2016**

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APPROVAL SHEET

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A THESIS

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Approved by the supervisor on May , 2016

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RATIFICATION SHEET

DEVELOPING ENGLISH LEARNING MATERIALS USING A THEME-BASED STORYBOOK FOR READING COMPREHENSION OF “WHEN ENGLISH RINGS A BELL” TEXTBOOK FOR GRADE VII OF SMP/MTs



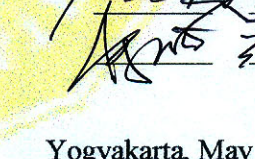
A THESIS

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Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on May , 2016 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Language Education.

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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Mei 2016

Penulis,



Nana Meilida Astari

DEDICATIONS

I willingly dedicate this thesis to:

*my beloved and precious parents, Nurhadi and Supriyani,
my dearest brothers Gery Andre Revangga and Donny Arief Oktavian, and my one and
only lovingly sister Yesica Adelia Ramadani, and
all of my very best friends who have sincerely given me their supports, encouragements
and endless prayers.*

I really feel highly grateful and beyond.

MOTTOS

“Man jadda wa jada”

Whoever strives shall succeed. – An Arabian proverb

“And, behold, with every hardship comes ease. Indeed, with every hardship comes ease.” – Q.S. Al Insyirah (94): 5-6

“Allah Does not burden any human being with more than he is able to bear.” – Q.S. Al Baqarah (2): 286

“Whoever follows a path in the pursuit of knowledge Allah will make a path to *Jannah* easy for him.” – Prophet Muhammad (PBUH)

“Hate no one, no matter how much they have wronged you. Live humbly, no matter how wealthy you become. Think positively, no matter how hard life is. Give much, even if you have been given little. Keep in touch with the ones who have forgotten you, and forgive who has wronged you, and do not stop praying for the best for those you love.” – Ali ibn Abi Thalib R.A.

“Keep trying, keep believing. Be happy. Don’t get discouraged. Things will work out.” – Gordon B. Hinckley

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Last but not least, albeit this thesis is still far from being perfect, I do hope that it can give positive contributions to the readers. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, May 2016

Nana Meilida Astari

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DEVELOPING ENGLISH LEARNING MATERIALS USING A THEME-BASED STORYBOOK FOR READING COMPREHENSION OF “WHEN ENGLISH RINGS A BELL” TEXTBOOK FOR GRADE VII OF SMP/MTs

By:
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ABSTRACT

This research aimed to: (1) find out the students' needs of Grade VII SMP/MTs in terms of reading comprehension in learning English and (2) develop the appropriate English learning materials using a theme-based storybook for reading comprehension of the “When English Rings A Bell” textbook for Grade VII of SMP/MTs.

This research was a research and development (R & D) study. The research subjects were the students of SMP *Negeri* 15 Yogyakarta Classes VII-E and VII-F. The procedure used in this research was adapted from Smaldino, Lowther, and Russel (2012), which was called the ASSURE Model. The steps were conducting needs analysis, selecting and utilizing materials for developing the course grid, writing the first draft of the materials, evaluating the materials through the expert judgment, and revising it under suggestions and feedback obtained from the evaluation. Needs analysis questionnaires were employed as the instruments for collecting data. The data obtained from the needs analysis were analyzed quantitatively using frequency and percentage while the data from the evaluation were carefully analyzed through the descriptive statistics.

The research findings revealed that: (1) they learned English to be able to comprehend and use English properly both in spoken and written for daily life; (2) regarding reading, their goal was to be able to comprehend English texts; (3) they found it difficult to comprehend English texts due to the lack of vocabulary mastery; (4) they wanted to have reading texts featured with supporting pictures to help their understanding of the texts; (5) they wanted to have a storybook with various interesting stories as the learning input; (6) they expected to have reading materials of which the themes were daily life and hobbies; (7) they wanted to have group discussions in the learning and teaching process; and (8) the teacher should discuss together the materials given in order to help the students' comprehension of the materials. Afterwards, the course grid was developed. The materials were developed into three units. Although each unit has different numbers of tasks, it follows the unit design of which the components are: (1) introduction (Unit Title, Learning Objectives, Task 1, Task 2, and Task 3); (2) main lesson (Task 4, Task 5, Task 6, Task 7, Task 8, Task 9, Task 10, Task 11, Task 12, and Task 13); and (3) reinforcement (Homework, Evaluation, Reflection, The Fun Corner, and Vocabulary). Further, the results of the expert judgment showed that the developed materials were appropriate in terms of the content, language, presentation, and layout. The mean value of all aspects was 3.63 which was categorized as “very good” as it is in the range of $3.25 \leq x \leq 4$.

CHAPTER I

INTRODUCTION

A. Background of the Study

English comprises four macro-skills of language namely listening, speaking, reading, and writing. Based on their specific features, those macro-skills are categorized into two groups of skills. They are receptive skills and productive skills. Productive skills are speaking and writing. The learners produce the language that they have acquired during the learning and teaching process in the form of a speech or a written text. Receptive skills deal with receiving the language and decoding the meaning to understand the message. Therefore, listening and reading are included into receptive skills.

Without undervaluing other skills, reading comes more importantly than others. At its most basic level, reading is the ability to understand the meaning of a written text. However, the ability to read means more than just understanding words. It also includes comprehending the meaning of the words and the message which probably lies in the text.

The teaching and learning process of English in schools is regulated by the government through the Ministry of Education and Culture. To regulate the education system included the teaching and learning process in schools, the government through the Ministry of Education and Culture creates a set of acts which covers educational curriculum and cultural aspects of the country.

A curriculum is defined as a written document consisting of planned learning opportunities offered to learners by the educational institution which includes not only contents and intents (aims, goals, objectives) but also other elements such as learning activities and evaluation procedures. Based on the Act No. 20/2003, a curriculum is a set of plans and arrangements of objectives, contents, and learning materials, as well as methods used as a manual of learning activities implementation in order to achieve some specific educational purposes. It is gradually developed and periodically implemented following the educational situation and development. In 2014, the implemented curriculum was the 2013 Curriculum that bases the teaching method on a scientific learning approach. The scientific learning approach is defined as having sequentially five steps in learning and teaching process namely observing, questioning, information gathering, associating, and communicating.

However, according to the latest act published on February 2015 by the Ministry of Education and Culture that is Act No.4/2015, the 2013 Curriculum implementation in schools is temporarily replaced by the 2006 Curriculum or the School-based Curriculum due to some reasons. The 2013 Curriculum, according to the Ministry of Education and Culture, has been considered having some weaknesses thus it needs to be reviewed and revised. This Act was applied on those schools which have implemented the 2013 Curriculum only for one semester. Meanwhile, for some schools which have implemented

the 2013 Curriculum for at least three semesters are asked to keep applying the 2013 Curriculum.

During the implementation of the 2013 Curriculum, the four language skills of English (listening, speaking, reading, and writing) were taught integrally. For helping teachers who were still adjusting to the 2013 Curriculum, the government released a textbook. The English textbook is entitled “When English Rings A Bell”. It is available for all levels of secondary schools with the same title but with different contents. As for Grade VII, the textbook covers eleven chapters following the scientific learning approach of the 2013 Curriculum.

Nevertheless, the “When English Rings A Bell” textbook for Grade VII students of the junior high school which is based on the 2013 Curriculum, is considered lacking reading materials. It focuses more on speaking and writing skills which are included into productive skills. Meanwhile, the listening and reading materials are proven insufficient and less exposures. In terms of the reading skill, the reading materials have not provided various reading texts properly yet. Meanwhile, Grade VII students are merely the right time to be introduced and to be exposed to more reading materials in order to make them accustomed to reading. When reading has become their habit, automatically the other skills of English will develop quickly. It is so because reading helps students develop language intuition. When students pay attention to useful

vocabulary, read and listen a lot, they will soon start to use new words and phrases in their speaking and writing.

The “When English Rings A Bell” textbook for Grade VII of the junior high school tends to provide more practical tasks or activities. These can be seen from the tasks’ imperative sentences. Most of them use imperative sentences which indicate more to speaking, writing, and listening skills such as “*Please Practise; Please Tell Your Friends; Please Ask Your Friends; Listen to the Teacher and Repeat after Him; and others.*” Those kinds of tasks definitely weigh on the productive skills of language.

Furthermore, teaching reading to Grade VII students can be tricky as for a long time traditional method of teaching reading has been applied whose the missing point is often ignored. It is whether comprehension has been achieved by the students or not. Teachers often simply provide some texts and let the students read and work by themselves. This kind of teaching strategy has been proven less attractive by the students themselves. Hence, a lot of students do not like reading activities after all. Teachers should take this into account.

The demand for developing reading materials has been increasing in order to enhance students’ skills on learning a language. By reading, they are accustomed to the target language. Hence, it will make them find it easier to absorb and to learn the language. Reading is the process of looking at a series of written symbols and getting meaning from them. Though it is classified as

a receptive skill, reading involves an active thinking process in the brain of the reader by which information is being filtered and digested into.

In attempts to enhance students' reading comprehension of Grade VII students of the junior high school, the researcher tries to develop the 2013 Curriculum textbook, the "When English Rings A Bell" for Grade VII of the junior high school, to be expanded to have more reading materials in the form of storybooks in which comprehension exercises will be provided.

B. Identification of the Problems

Based on the background of the study, the problems identified in teaching and learning process for Grade VII students based on the 2013 Curriculum textbooks are highlighted in the materials, the teaching method used, and the media in teaching reading.

The materials are merely from the textbook, namely "When English Rings A Bell" for Grade VII students of the junior high school (SMP/MTs). However, there are some lacks in the textbook already. The reading materials are very limited in the textbook. It can barely drive the students to improve the reading skill. Besides, the reading materials are random and unorganized. Students might have the laziness impact in the future if they are accustomed to those kinds of reading materials in such an early junior high school level.

The traditional method used by teachers in teaching the reading skill has to be improved on the grounds that reading is no longer merely about

getting meaning of some texts but also getting comprehension and information of them.

The media in teaching reading have proven less attractive and interactive for students. They make students get bored easily only by reading. It is undeniable that reading only counts on visual aids, yet the crucial point is how to make the visual interactive and not boring for the readers. Thus, developing reading materials is also concerned with developing the visuals of the reading passages.

C. Limitation of the Problems

On the grounds that the capability and the wide range of the problems, the researcher however limits the problems into only developing reading materials for reading comprehension of “When English Rings A Bell” textbook for Grade VII of SMP/MTs which is based on the 2103 Curriculum. This study is focused on the problem related to the materials. The researcher would develop a theme-based storybook for reading comprehension for maximizing the usage of the “When English Rings A Bell” textbook for Grade VII students of SMP/MTs. However, due to the wide variability of the materials itself, the researcher delimitates the development of the materials into only three units of the textbook.

D. Formulation of the Problems

The problems in this research can be formulated as follows:

1. What are the needs of Grade VII students of SMP/MTs for the reading skill especially focusing on the reading comprehension in learning English?
2. What is the appropriate theme-based storybook for reading comprehension of the “When English Rings A Bell” textbook for Grade VII students of SMP/MTs?

E. Objectives of the Study

The objectives of this study are:

1. To find out the needs of Grade VII students of SMP/MTs for the reading skill especially focusing on the reading comprehension in learning English.
2. To develop a theme-based storybook for reading comprehension of the “When English Rings A Bell” textbook for Grade VII students of SMP/MTs.

F. Significances of the Study

This study is expected to give benefits to some parties.

1. Theoretically, the result of the research can be used as the reference for other researchers in developing theme-based storybooks for reading comprehension based on English textbooks.
2. Practically, the findings of the research will be useful for:

- a. English teachers of the junior high school level

This research will help English teachers to provide more reading materials for reading comprehension that can vary the teaching activities by using storybooks.

- b. Grade VII students of the junior high school

Grade VII students of the junior high school are expected to acquire more knowledge and develop their reading comprehension, so their English proficiency will be improved.

3. Methodologically, the process and the outcomes of this study are expected to be able to inspire other researchers to do research on the similar topics.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Reading

a. Nature of Reading and Comprehension

Among the four macro-skills of English namely listening, speaking, reading, and writing, reading comes in the third order and is included as one of the receptive skills besides listening. Reading is concerned with an activity responding to a text by understanding the meaning of the sentences composing the text. Although it is considered as a receptive skill, reading involves brain activeness of the readers in the process of understanding a text. Because of that, reading is definitely cannot be separated with what is called as comprehension.

Richards and Schmidt (2002) assume that reading is an activity of perceiving a written text in order to understand its contents that can be done silently (silent reading). Understanding its contents leads to having a full comprehension about the text. Moreover, comprehending a text involves not only understanding the language of the text at a word level, a sentence level and a whole-text level. In reading, as readers read a text, they also manage to comprehend it by understanding word by word meaning and constructing it

into a whole sentence or text meaning. Brown (2007) adds that readers construct meaning by bringing information, knowledge, emotion, experience, and culture to the printed word. It is widely known as schema theory where in an attempt to comprehend a text, readers use a set of schemata or their current knowledge about the world while they are reading. Those schemata are a compilation of information, knowledge, emotion, experience, and culture that readers already have.

Moreover, Johnson (2008) states that reading is the practice of using texts to create meaning. He marks the two keywords: creating and meaning. According to him, reading takes place when there is meaning being created. Reading is also a constantly developing skill as it will get better by practicing a lot.

Reading in fact cannot be separated from visual and nonvisual aspects on the grounds that reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page is combined with the nonvisual information contained in one's insights to create meaning. Furthermore, Johnson (2008) gives an addition that reading is also the act of linking one idea to another because the most important part of reading is connecting ideas together to create a sensible whole.

Grabe (2009) states that reading is not merely a common activity, it is rather a skill with various purposes. The purposes of reading accordingly vary.

Each purpose imposes different levels of demand on the readers to maintain an acceptable standard of coherence.

In reference with reading, comprehension inevitably exists. Comprehension is defined as the goal of both reading and listening. Without overruling listening skill, comprehension in reading becomes a fundamental aspect in order ones can learn about something. Successful comprehension enables readers to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.

In conclusion, reading is not just a passively basic receptive skill. It is a complex process requiring readers' schemata in order to comprehend a text because any type of reading aims at comprehension matter.

b. Types of Reading Comprehension

As a focus point in the study, reading comprehension deliberately is divided into four different types according to Richards and Schmidt (2002). Those are literal, inferential, critical or evaluative, and appreciative comprehension. Literal comprehension is defined as reading in order to understand, remember, or recall the information explicitly contained in a passage. Meanwhile, inferential comprehension is reading in order to find information which is not explicitly stated in the passage, using the reader's experience and intuition, and by inferring (inferencing). Critical or evaluative comprehension is described as reading in order to compare information in the

passage with the reader's own knowledge and values. Lastly, appreciative comprehension deals with reading in order to gain an emotional or other kinds of valued responses from the passage.

Grabe (2009) explains further regarding the types of reading. According to him, there are six major purposes for reading. They are described as follows:

1. Reading to search for information (scanning and skimming)

People often locate some specific information. In the searching process, they inevitably engage in scanning and skimming. These scanning and skimming make people speedy readers because these kinds of reading are conducted at a rapid speed. The speed means words amount that can be read in a minute by the readers. Both scanning and skimming terms are usually used interchangeably because both of them need a very high speed in reading. Scanning refers to identifying a specific fact or a piece of information lies in some particular texts. Meanwhile skimming tends to an activity of getting the general overview or the main ideas of texts rapidly. Thus, readers who do skimming catch the overview points of a text vast but not in detail.

2. Reading for quick understanding (skimming)

As explained previously, skimming is a high speed reading for locating the main ideas or the general overview of texts. It is

simply used when readers want to catch a glimpse of a particular text's content. There are some follow-up actions that are affected by skimming. These follow-up actions are often called as superordinate purposes. Through skimming readers can decide to continue reading or to let it go. Besides, readers sometimes encounter a difficult level text. Skimming helps readers predict where the text will lead them and what they need to know to understand it. Readers also skim when dealing with many texts and need to decide which text to focus more attention on. Moreover, readers skim when they are under intense time pressure and need to reach some decision about the usefulness of information in a text (Grabe, 2009).

3. Reading to learn

This type of reading is often implemented in academic and professional settings. Readers read to learn because they find the information provided in some particular texts, often textbooks, is so important that it may be needed by them in the future. Reading to learn involves more processing demands on the readers on the grounds that they have to remember the main ideas and the supporting ideas of the texts. Furthermore, reading to learn expects the readers can recall the information they gain from the texts. In contrast with skimming and scanning, high speed is not needed in

reading to learn. It carries out at a slower speed that indicates readers' seriousness when reading. Reading to learn usually takes shorter text segments at any one time. Linderholm and van den Broek (2002) explain that the effective readers organize the content within a frame that is coherent and accurate with respect to the information presented in the text. In addition, prior knowledge of the readers influences the process of reading to learn due to they should connect the content of the texts to the information of their prior knowledge.

4. Reading to integrate information

Reading to integrate information requires that the readers synthesize and learn information from multiple texts or bring together information from different parts of a long text, such as a long and complex chapter of a textbook. This type of reading is higher than reading to learn because it does not merely build an organizing frame of information from a text, but also involves multiple texts in which readers have to decide, select, prioritize, highlight, and create a coherent organizational information from those multiple texts. The key differences from reading to learn are that the readers typically must evaluate information and create their own organizational structure rather than follow an organizational structure provided by one of the texts.

5. Reading to critique, evaluate, and use information

This type of reading represents the more advanced stage and more complex interactions of reading processes. The readers are expected to evaluate, critique, and use information from multiple texts or from a one long text which also require them to decide how to relate the texts' information to the other information inter-textually and to their prior knowledge and beliefs. Besides the ability to construct a careful understanding of the texts, this type of reading also involves the application of rhetorical control of readers' attitudes, emotional responses, interests, and preferences to the interpretation of the texts which is when the critique and the evaluation are done well. According to Chall (1983) as stated in Grabe (2009), at this stage of reading, extensive inferencing and background knowledge also take part and the readers actively engage in reinterpreting the texts for their own purposes.

6. Reading for general comprehension (in many cases, reading for interest or reading to entertain)

This most common purpose of reading is a fundamental to reading. It involves a complex set of processes when carried out by fluent readers. Reading for general comprehension evolves over time for L1 readers to become seemingly effortless because of the extraordinary number of hours devoted to automatic words

recognition, syntactic parsing, meaning formations, and text-building comprehension processes, all of which take place under very intense time constraints. It is this fluency under time constraints which makes this type of reading challenging for L2 readers as their reading exposures are commonly less.

c. Reading Processes

In the case of reading, Brown (2007) proposes that during reading, people undergo two kinds of processes, namely bottom-up processing and top-down processing. These processes happen to be different on each person according to the cognitive process possessed. Bottom-up processing is concerned with those that take in linguistic signals from the outside world, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers for reading, and deal with that information to impose some sort of order on these signals. This way of reading process is also known as data-driven operation because readers read by recognizing some data relating to the linguistic matters and by choosing the data that cohere to the text they read before they try to execute the information given in the text and so can draw a proper meaning of the text. On the other hand, the top-down processing, the uptake of information is guided by an individual's prior knowledge and expectations which both of them influence his perceptions. This is also called schema-driven, which schema is a pattern formed earlier in one's experiences. Readers draw their own intelligence and experiences they

possess to comprehend what they read. Thus, they usually form hypotheses about which words they may encounter and take in only just enough visual information to test their hypotheses. According to Goodman (1967), this kind of reading is a psycholinguistic guessing game.

The reading process normally begins at the visual aspect where eyes have contact with the printed written text that consisting series of letters. Later, when someone is reading, it indicates that he or she has already managed to process the series of letters to meaningful sentences by the help of their background knowledge. Thus, a visual formation does influence and helps the reading process run well as expected. The visual formation helps in decoding letters contained in the words and sentences in texts. Eventually, after the readers recognize the words and sentences in the texts, they process meanings appropriately.

Roberts (1999) describes that a process of reading begins at a very early age. As Piaget has shown, children's mental activities are severely constrained in terms of dealing with abstract matters. They must begin to understand something of the nature texts, firstly that they can make responses to the texts in terms of sound which are attached to symbols and secondly, that the texts have a form and structures that affect their meaning. People start to read at an early age, their children age. They are slowly recognized to symbols, letters, and other written prints by their parents through authentic texts that can be found around the family or the home atmosphere for the

children, such as names of shops and streets, road signs, or container labels in the kitchen.

Reading is not a flash overnight skill to master. It takes prolonged times which began at an early age and continuously advanced during ones' life. It is so because the reading skill gets better when readers read more. Better here is explained as the ability to decode words and sentences and to comprehend the meaning in the texts.

d. Micro- and Macro-skills for Reading Comprehension

According to Brown (2007), the reading skill as one of the basic macro-skills of English language skills holds what is called macro- and micro-skills. In language teaching, macro-skills deal with those competencies that categorized in language skills. Meanwhile, micro-skills are specific competencies or enabling skills or part skills that refer to the individual processes and abilities which are used in carrying out a complex activity (Richards and Schmidt, 2002).

Macro-skills for reading comprehension are jotted down into six points, as follows.

1. discriminating among the distinctive graphemes and orthographic patterns of English,
2. retaining chunks of language of different lengths in short-term memory,
3. processing writing at an efficient rate of speed to suit the purpose,
4. recognizing a core of words, and interpret word order patterns and their significance,

5. recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms,
6. recognizing that a particular meaning may be expressed in different grammatical forms.

Meanwhile, the micro-skills for reading comprehension are broken down into more specific eight points:

1. recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses,
2. recognizing the rhetorical forms of written discourse and their significance for interpretation,
3. recognizing the communicative functions of written texts, according to form and purpose,
4. inferring context that is not explicit by using background knowledge,
5. inferring links and connection between events, ideas, etc.; deducing causes and effects; and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
6. distinguishing between literal and implied meanings,
7. detecting culturally specific references and interpret them in a context of the appropriate cultural schemata,
8. developing and using a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

2. Teaching Reading for Grade VII Students of Junior High School

The teaching and learning process at Indonesian schools are controlled responsibly by the Ministry of Education and Culture through the implementation of a national standard curriculum which is used within a particular length of time and according to the school levels evenly.

Print (1993) defines a curriculum as all the planned learning opportunities offered to learners by the educational institution and the learning experiences the learners encounter when the curriculum is implemented. Meanwhile, in more detailed description of the planned learning opportunities, Richards and Schmidt (2002) describe a curriculum as a written document describing the academic curriculum of a school and usually containing a description of its teaching philosophies, its goals and objectives, and its methods of teaching and assessment.

Moreover, according to the Acts of National Education System No. 20/2003, a curriculum is a set of plans and arrangements of objectives, contents, and learning materials, as well as methods used as a manual of learning activities implementation in order to achieve some specific educational purposes. The current curriculum is the 2013 Curriculum. In the 2013 Curriculum, as stated in the Ministerial Regulation No. 65/2013 regarding the Standard of Process, learning objectives of junior high schools encompass students' development in three aspects namely attitudes, knowledge, and skills.

Reading, as one of the skills in the four macro-skills of English, is taught to students responsibly along with the other skills. Hence, it should be developed in line with the students' level of education to make them easier to learn the skills so that they can have proper learning materials which meet their needs in sync.

Teaching reading is so crucial that it cannot be taught carelessly. However, reading has always been taught traditionally by the most teachers of English. They usually only make the students read some texts and answer questions related to the texts they read before. Besides, teachers also usually expand their teaching to dictate vocabulary which seems difficult for the students and do either let them find the meaning by themselves or directly tell them the meaning.

Regarding this traditional method of teaching reading, it is important to have well information about the level and the characteristics of the students in order to maximize the teaching method applied and adjust it to the right portion of learning for them. As stated in the background of the study, this study is conducted for Grade VII of junior high school students. Therefore, before developing the reading materials needed, it is important to find out the characteristics of Grade VII students at their average age. Brown (2007) claims that high school-age children whose ages range between 12 and 18 or so are categorized into young adults or teens. They are at the age of puberty and often deal with the age of transition matters such as confusion, self-consciousness, growth, and changing bodies and minds. However, it becomes a kind of challenge to the teachers to teach them.

Moreover, there is a list of some characteristics of teenagers which can guide teachers to be more aware of teaching them especially for teaching the reading skill. The first is due to the fact that intellectual capacity adds the

abstract operational thought around the age of twelve; thus, some sophisticated intellectual processing is increasingly possible. Junior high school students can now be introduced to some more complex problems in the materials. The next is that their attention spans are so lengthening as a result of intellectual maturation that they can concentrate longer than that when they were younger. It is proven by the time allocated for each lesson/subject in the junior high school level which is about 10 minutes longer than that in the elementary school level.

The third is that the varieties of sensory input are still important to assist them in the teaching and learning process. And the fourth is that factors surrounding egos, self-images, and self-esteem are at their pinnacle. Teens become ultrasensitive towards how others perceive their physical and emotional selves that keep changing along with their mental capabilities. In order to maintain their self-esteem high, teachers need to avoid embarrassment of students at all costs, but affirm each person's talents and strengths, allow mistakes and other errors to be accepted, de-emphasize competition between classmates, and encourage small-group work where risks can be taken more easily by a teen. The last point is the fact that junior high school students are definitely becoming adults like in their ability to make those occasional diversions from "here and now" nature of immediate communicative contexts to dwell on grammar points or vocabulary items.

Nevertheless, according to the Act No. 4/2015, by the end of the odd semester of the academic year 2014/2015, the 2013 Curriculum which have had been implemented for a year is necessary to be reviewed. It is planned to be revised by the Ministry of Education and Culture, and thus is temporarily replaced by the 2006 Curriculum which is well-known as the School-based Curriculum.

The 2013 Curriculum is the latest curriculum which bases itself on a scientific learning approach. The scientific learning approach describes students learning stages that should be carefully employed or followed in order to get insights. There are five stages that represent the scientific learning approach in the 2013 Curriculum. Those are observing, questioning, information gathering, associating, and communicating. These stages of learning process are actually addressed to the students themselves to undergo and independently learn a lesson.

1. Observing

Observing is the first stage of the scientific learning approach based on the 2013 Curriculum. For English language teaching class, this stage is usually carried out through various activities such as seeing, reading, listening, watching multimedia, and so on. Observing is considered fundamental because students are directly involved in learning. In this stage, students' curiosity will lead them to the construction of knowledge. Observing often contains

contextual knowledge since students can connect what they have learned with what they are going to learn. Thus, they basically activate their prior knowledge to make sense or to connect to the new knowledge they gain. The involvement of prior knowledge in observing stage is similar with the concept of comprehension strategies suggested by Duffy (2009) namely predicting. Predicting is a fundamental to comprehension which involves readers' prior knowledge when they read particular texts for the first time. Readers make predictions based on the purposes for reading, topic clues, and the type of texts being read. Moreover, observing in reading includes predicting besides scanning and skimming.

2. Questioning

The questioning stage of the 2013 Curriculum is similar to the inquiry method of learning. Both teachers and students can propose questions during this stage. However, the students are precedence than that of the teachers because the 2013 Curriculum aims at improving the students' ability of individual/self-learning. Activities involved in this stage include triggering students to ask, asking, giving feedback, and letting them to construct current insights towards something learned and expressing ideas. These are in line with the comprehension strategies stated by Duffy (2009) with the same term, questioning. The questioning means the

process of talking to oneself about whether the meaning being encountered is the meaning anticipated in the predicting stage. Through this stage, students are expected to develop interest and motivate them to be actively involved in the lesson, and to arouse their critical thinking and inquiries attitudes.

3. Information Gathering

In order to answer the questions they have formed, they must collect some information to help them solve the questions. This is called the information gathering stage. This stage is meant to allow students to explore and to collect information upon a particular topic. The students can collect the information from many kinds of sources as long as they can be accounted for. It makes them have selective attitudes because some of the sources are not certainly reliable. One of the methods to gather information is by re-reading. Inferred from Beers (2003) that when one re-reads, he moves at a slower pace, reflects on what he has read, and in the effort to make meaning of the text, flips back a page or two to see where else some sentences or passages that initially do not make sense. Besides re-reading, discussing is usually carried out at this stage both with peers and the teacher. Readers can freely discuss their understanding of the text with others to help them make sense and comprehend the text in the correct way.

4. Associating

Associating refers to connection between conceptual or mental entities as a result of the similarity between the mind or proximity in space and time. It is actually the process when students successfully make a link between the knowledge they gain through the previous stage and the personal experiences related to the knowledge; it can be prior knowledge that exists in the brain. The teachers' task at this stage is to make sure that students interact to finally obtain the expected concept of knowledge completely. The learning process will be managed effectively if there is a direct interaction between teachers and learners. At this stage, students link with other materials and make a statement. When the experiences stored in the brain, they will interact with the previous events or experiences. It is also known as the stage when students connect their findings to the concept of understanding that they possess within themselves. Keene and Zimmerman in Moreillon (2007) suggest that readers make three types of connection while reading: text-to-self, text-to-text, and text-to-world. These connections are later will help them to identify and to answer questions that they have.

5. Communicating

The last stage of learning based on the 2013 Curriculum is that the students need to communicate what they have learned during the process of learning. Activities that conceive communicating stage are such as those of presenting, dialoguing, inferring or concluding. In the comprehension strategies, this stage is referred to synthesizing stage. Moreillon (2007) assumes that in synthesizing stage, it is when readers put it all together, deeper than summarizing. Synthesizing stage is composed of the main ideas as selected by the readers, but through the selection process the readers analyze the information they have gathered and filter it. As the readers synthesize, they sort and evaluate information that eventually lead them to make value judgments as the results of their reading. These value judgments are the complete and clear comprehension they achieve. Thus, a complete cycle of learning according to the 2013 Curriculum is complete.

After taking into account the junior high school students' characteristics, according to the Ministerial Regulation No. 65/2013, the teaching and learning processes in the junior high school level especially at Grade VII are aimed at developing attitudes, knowledge, and skills. In reference with these, the Ministerial Regulation No. 68/ 2013 forms a set of competencies for students of the junior high school level to achieve which are

categorized into two categories namely core competencies and basic competencies. As for Reading, the core and basic competencies are slightly different in some points. The core and basic competencies are a set of competencies created by the government to be achieved by students or learners during their learning process in schools. They are summarized below:

Table 1: Core Competencies and Basic Competencies of Reading based on the 2013 Curriculum for Grade VII

Core Competence	Basic Competence
3. Comprehending knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture related to phenomena and events appear to eyes.	3.1. Comprehending social function, text structure, and language elements of the expression of greeting, leave-taking, thanking, and apologizing, and the responses according to the contextual usage. 3.2. Comprehending social function, text structure, and language elements of the expression of self-introduction and its responses according the contextual usage. 3.3. Comprehending social function, text structure, and language elements of the expression of telling and asking for date and time including days, months and years. 3.4. Comprehending social function, text structure, and language elements of the expression of self-description according to its contextual usage.
4. Experiencing, managing, and analyzing concretely (using, deciphering, arranging, modifying, and creating) and abstractly (writing, reading, calculating, drawing, and composing) according to	4.1. Making simple oral texts to say and to respond to greeting, leave-taking, thanking, and apologizing by concerning its social function, text structure, and language elements correctly and contextually. 4.2. Making simple oral and written texts to tell, to ask, and to respond to self-introduction by concerning its social function, text structure, and language elements correctly and contextually. 4.3. Making oral and written texts to tell and to ask date and time including days, months, and years in the form of alphabetic or

(continued)

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what has been learnt in schools and other equally sources in theories.	<p>numbers by concerning its social function, text structure, and language elements correctly and contextually.</p> <p>4.4. Grasping the meaning of simple self-description both orally and by written text.</p>
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By understanding the core and basic competencies, teachers can expand their teaching strategies especially in teaching the reading skill without losing the main achievement points and learning goals.

3. Reading Assessment

Like any other language skills, the reading skill needs to be assessed by some means. Richards and Schmidt (2002) define an assessment as a systematic approach to collect information and make inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Naturally, assessments certainly exist in a teaching process. It is a part of evaluation together with tests. Assessments and tests however are not the same though the terms often used interchangeably. Tests can be described as one of the methods to measure or to assess one's abilities, competencies, knowledge, or performances. Meanwhile, an assessment is an ongoing process that encompasses a much wider domain than tests (Brown, 2004). The assessment is not necessarily consciously done, it also occurs subconsciously. It can take both formal and informal form. The informal assessment is an assessment which is done implicitly and rather incidentally towards students' performances like

teachers' feedback on students' responses. However, it is not limited to the teachers' feedback only, but also embedded in classroom tasks designs to elicit performances without recording results and making fixed judgments about students' competencies. Some examples of the informal assessment are marginal comments on papers, responses to a draft of an essay, advices on how to pronounce a word better, a suggestion for a strategy for compensating a reading difficulty, and others.

On the other hand, the formal assessment takes a form of procedural tests or exercises which are purposely and specifically designed to measure skills or knowledge of the students to a certain subject. It is conducted systematically and periodically in the course of the subject. Tests are included into one of the forms of the formal assessment. A systematic set of observations of students' frequency of oral participation in a class is included into the formal assessment as well.

A reading assessment is meant to provide feedback on the skills, processes, and knowledge resources that represent reading abilities. Besides the common categorization of assessments, namely the formal and informal assessments, the reading assessment owns a deeper categorization than those. Grabe (2009) offers the purposes of reading which are regarded as reading assessment types.

1. Reading-proficiency assessment

This type of reading assessment is often regarded as the standardized testing because it assesses the students' reading abilities thoroughly. Reading-proficiency assessment is usually used to determine further learning and educational advancement in the students' future. Furthermore, it can be useful for student placements, for policy decisions, for curriculum changes, or for programs, teachers, or institutional evaluations.

2. Assessment of classroom learning

Assessment of reading improvement in a classroom setting involves the measurement of skills and knowledge gained over a period of time and is commonly referred to summative or achievement testing. This type of reading assessment uses tasks that reflect the materials taught in the class and the skills practiced. Techniques to perform this type of reading assessment are varied according to the needs. Teachers are free to choose and decide the techniques to assess the students learning at several points in any semester, such as cloze-tests, end-of-unit tests, various types of quizzes, post-reading comprehension questions, and so on. Assessments of learning can also be either normative (how students compare to each

other) or criterion-based (how well students perform on curriculum standards and established learning goals).

3. Assessment for learning

This type of reading assessment is intended to support and promote students learning, in this case, the improvement of reading abilities. The assessment for learning engages students in their own learning and responds to indicators of weak performances with an ongoing remediation and fine-tuning of instructions. There are two general types of the assessment for learning practices: one employs recognizable classroom assessment activities to provide helpful feedback for learning; the other one involves specific assessments for learning practices to support students directly in their day-to-day learning.

4. Assessment of curricular effectiveness

Assessment of curricular effectiveness and program evaluation is not specific to reading but relevant for the development and/or review of a reading curriculum. This type of reading assessment includes standardized testing, cumulative records over years that indicate students outcomes progresses or backwards, interviews with teachers, students, and school administrators on summative test performances, feedback from

institutions, and innovative assessments that highlight specific school or program goals such as project works, motivation, extensive reading, writing skill, or collaboration and group works.

5. Assessment for research purpose

This type of reading assessment is very important for reading-research results as well as for their implications for reading instruction although it is not commonly discussed in the assessment topics. Research studies sometimes use standardized assessment instruments to measure students' levels or students' instructional outcomes. Reading researches can have a powerful impact on teaching and on students' learning experiences.

Meanwhile, Caldwell (2008) proposes that there are four basic purposes related to reading assessment. These purposes are inferred so teachers can effectively assess students' achievement and adjust the reading materials to their needs. The purposes are: to identify good reader behaviors; to identify areas of weaknesses; to determine students' reading level; and to document students' progresses. The assessment process helps teachers identify good readers' behaviors that the students show during the teaching and learning activities so teachers can apply activities that fit to the good behaviors of the readers and improve the students' skills in reading. Besides,

the reading assessment is also conducted to figure out the areas of weaknesses that students may possess in the learning process. These weaknesses are in line with the good behaviors of reading because when teachers successfully recognize the areas of weaknesses, these can be references to set a new design and instructions that can strengthen the good reading behaviors. The assessment of reading is used to determine the students' reading level as well. It is important to know students' reading level in order to set the appropriate level of reading materials and to control the progress of their improvements in reading. The last purpose of reading assessment is to document or file the students' progresses. Teachers need to compile all the documents and files related to the students as the evidence of the progress.

Based on the Implementation Guidelines of the 2013 Curriculum, an assessment is intentionally defined into four concepts (Jamilah, 2013). The concepts are that: 1) it is directed to measure students' competencies stated in the curriculum, 2) it is an assessment which bases its references on criterion, 3) it is an ongoing process which involves all indicators in the curriculum to be assessed and analyzed to perceive whether students have been successfully achieved those indicators or not, and if some indicators have not been achieved, the students' difficulties in achieving the competencies will be located, and 4) the result of the assessment is made use for teachers to give feedbacks and follow-up activities for students to achieve the curriculum competencies.

In accordance with the main idea of this research, namely developing English learning materials using a theme-based storybook, the proper type of the assessments is the assessment for learning. The theme-based storybook follows the assessment for learning because the upcoming product of the storybooks is meant to have positive contribution in supporting and promoting students' learning. Hopefully, it can be additional learning reading materials to improve the students' reading comprehension ability.

4. Theme-Based Instruction (TBI)

Theme-based instruction is the most common offshoot of Content-based Instruction (Brown, 2007). It is widely known that content-based instruction (CBI) is a teaching method that emphasizes learning about something rather than learning about languages. According to Brinton, Snow, and Wesche in Brown (2007), CBI is "the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content materials". Derived from that explanation, theme-based instruction (TBI) remains the primary aim of a course of learning, but a special attention is given to meaningful, relevant themes as a point of departure for instructions in the language.

Davies (2003) proposes that through TBI, teachers can create a course of study that is designed to unlock and build on their own students' interests and the content can be chosen from an enormous number of diverse topics.

However, applying the TBI is not as easy as flipping hands. A course underlying this model of teaching should have both content and language goals.

Cameron (2001) defines the TBI as a teaching which is integrated around a theme that suits the way children naturally learn. Many different activities within theme-based teaching are linked together by their content. The theme or topic runs through everything that happens in the classroom and acts as a connecting thread for the students and the teachers.

Meanwhile, the TBI according to Brinton (2001) in Yang (2009) is an approach to language teaching in which the whole course is structured around certain themes or topics. Added to this, Wesche & Skehan (2002) in Yang (2009) point out that the TBI emphasizes on exposing students to a “highly contextualized” second language environment by using the subject matter as the content of language learning. Freeman & Freeman (2006) in Yang (2009) also suggest that when the content of the lesson is relevant and interesting, the students are more likely to try harder to understand and to stay focused. Thus makes language learning more effective and efficient.

TBI provides a more delineative way in the teaching and learning process. The TBI can be set according to many areas of the 2013 Curriculum. The core and basic competencies can be connected together and integrated within an appropriate theme. It allows learning to be more natural and less fragmented than the way when students are faced with a bunch of different

topics while learning a segment of a language. It also permits literacy to grow progressively. Under a certain theme while learning, the students do not stress their brain out because they have to master many unrelated vocabulary at one time of learning. Instead, it helps them to be more focused on the materials they learn so that they will be easier to absorb vocabulary provided under the theme. It is because the themed-vocabulary are frequently seen yet smoothly reinforced by the students. Furthermore, the TBI guides connected ideas easily.

5. Storybooks for Reading Comprehension

There are some media related to the TBI that can help teachers cope with their teaching and learning process in a classroom so that the learning goals can be achieved successfully. Those media can be in the form of group discussion works, videos, audiotapes, presentations, storybooks, pictured-series, photographs, movies, songs, games, and others.

Storybooks as media for learning is not a new concept. It has been undisputed throughout the world. EFL teachers now recognize more the true value of using storybooks as a way to create a rich environment of acquisition and ideal learning conditions which provides comprehensible input, or language a little beyond the child's current level of competencies (Krashen, 1981) in Ellis and Brewster (2002).

A storybook literally means a book containing a story or collection of stories which is usually intended for children. According to Ellis (2002), a

storybook presents language in familiar and memorable contexts. It is also frequently provided with high quality illustrations which help children understand. Although it is intended for children, it is also permitted to be used by other than children, as in this research is for teenagers or younger adults.

The theme-based storybook for reading comprehension, therefore, is a book containing collection of stories based on the chosen topics/themes to enhance the students' reading skill that comprises various types of exercises in order to make sure comprehension is fully achieved.

Using storybooks as media in learning English has several important advantages. Among those are through the storybooks, learners have less pressure but more interactive and fun way in learning English. It is very essential to keep one's brain active without stressing it out so that input and intake can be effectively delivered and absorbed. Ellis and Brewster (2002) state that "the overall aim of using storybooks with children is to foster positive attitudes towards learning English and to encourage general comprehension".

Basically, students enjoy stories in their L1. By this means, storybooks can provide an ideal introduction to the foreign language as it is presented in a context that is familiar to them. Storybooks can also act as a springboard to a wide variety of activities to develop students' English language skills.

Furthermore, Ellis (2014) assumes that storybooks can help teachers to meet various needs of the students in an English classroom. It is so because

the overall meaning of stories can be easily understood by the students with diverse learning needs and at various levels of English skills with the help of attractive illustrations in the storybooks as commonly used. At the end of learning, all students can respond according to their linguistic level and cognitive ability.

Benefits of using storybooks however are in line with the benefits of using stories in teaching and learning English proposed by Ellis and Brewster (2002). Those are:

- Stories are motivating, challenging and fun and can help develop positive attitudes. They can create a desire to continue learning.
- Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This helps develop their own creative powers.
- Linking fantasy and imagination with the child's real world, they provide a way of enabling children to make sense of their everyday life and forge links between home and school.
- Storybooks cater for individual interests and diversity by allowing children to respond at their own linguistic or cognitive level.
- Storybooks develop the different types of intelligences that contribute to language learning, including emotional intelligence.
- Storybooks reflect the culture of their authors and illustrators, thereby providing ideal opportunities for presenting cultural information and encouraging cross-cultural comparison.
- Storybooks develop children's learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing
- Storybooks address universal themes which go beyond the utilitarian level of basic dialogues and daily activities. They allow children to play with ideas and feelings and to think about issues which are important and relevant to them.
- Storybooks allow the teacher to use an acquisition-based methodology by providing optimal input according to Krashen.

- Storybooks add variety, provide a springboard for creating complete units of work that constitute mini-syllabuses and involve pupils personally, creatively and actively in a whole curriculum approach.
- Storybooks offer positive concrete outcomes in the form of games, competition, quizzes, drama, songs, projects, book making, etc.
- Learning English through stories can lay the foundations for higher levels of school in terms of learning basic language functions and structure, vocabulary and language-learning skills.

The "When English Rings A Bell" textbook provided by the government for Grade VII students of the junior high school, however, is considered lacking in reading materials. Therefore, by conducting this research, a theme-based storybook is chosen as a medium accompanying the textbooks which contains a variety of reading activities followed by vocabulary and comprehension exercises. These can then be supplemented with additional information from the internet, newspapers and other sources. However, another approach is to use specially constructed resource books which contain collections of authentic materials or simplified versions. These can be about a particular theme such as drug use or care of the elderly, or about more general topics. It is possible to create some really interesting classroom materials as long as the need for comprehensibility is not forgotten.

B. Relevant Studies

A theme-based storybook as a medium in developing English reading materials is not a new thing. Several studies have been conducted regarding this matter. Rather than the usual printed storybooks, Ertem (2009) investigated the use of electronic CD-ROM storybooks and traditional printed storybooks on reading comprehension of fourth grade struggling readers. The result showed that struggling readers who read the electronic CD-ROM storybooks had higher scores as measured by multiple choice comprehension tests than those who read the traditional printed storybooks. Although the findings pointed out the significances of using the electronic CD-ROM storybooks instead of the traditional printed ones, it still proved that the traditional printed storybooks could increase the students' abilities in reading comprehension.

Furthermore, another impressive result of theme-based storybooks is reflected in the study conducted by Hung (2014) in Taiwan. She developed and implemented a theme-based English literacy curriculum at the elementary school. It was a quasi-experimental research which involved five classes of Grade III students as the participants. The result showed that the theme-based English literacy curriculum developed in this study significantly increased the English literacy proficiency of the participants. Materials developed in this study covered four themes in which each theme includes picture storybooks as one of the media besides songs, poems, and short essays.

C. Conceptual Framework

Reading materials in the “When English Rings A Bell” textbook for Grade VII students of SMP/MTs is necessary to be developed. One of the useful methods to develop it is through a theme-based storybook which meets students’ needs and interests. The theme-based storybook is purposely developed as an additional medium of reading materials to the textbook. It is for assisting Grade VII students in reading comprehension. Later, the storybook provides some sort of various activities that foster their reading comprehension. For Grade VII students who are still categorized into young learners, the theme-based storybook for reading comprehension is regarded as an interesting medium which provides just enough materials at their language levels of proficiency.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

Developing English reading materials using a theme-based storybook for reading comprehension of “When English Rings A Bell” textbook for Grade VII students of SMP/MTs was the aim of this study. Therefore, this study was included into Research and Development (R & D). According to Richey, Klein, & Nelson in Richey and Klein (2005) there are two categories of developmental research, referred to as Type 1 and Type 2. They vary in terms of the extent to which the conclusions resulting from the research are generalizable or contextually specific. Type 1 developmental studies focus upon a given instructional product, program, process, or tool. They reflect an interest in identifying either general development principles or situation-specific recommendations. Typically Type 1 studies address not only product design and development, but evaluation as well. At times they may validate a particular design or development technique or tool. Type 2 studies, on the other hand, focus upon a given design, development, or evaluation model or process. They may involve constructing and validating unique design models and processes, as well as identifying those conditions that facilitate their successful use.

Gall, Gall, and Borg (2003) state that educational research and educational research and development is an industry-based development model whose findings are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality, or similar standards. Due to the limitation of time, this study trimmed the field testing. It was eventually evaluated only by an expert judgment. At the end of this study, a theme-based storybook for reading comprehension was produced.

B. Research Setting

The setting of this research was at SMP *Negeri* 15 Yogyakarta. The school is located at Jln. Bangirejo, Yogyakarta. The research was completely conducted in August, 2015.

C. Research Subjects

The subjects of the research were Grade VII students of SMP *Negeri* 15 Yogyakarta in the academic year 2015/2016. The researcher drew the needs analysis questionnaires data using the students of Classes VII-E and VII-F as population samples. Each class consisted of thirty three (33) students with almost equal distribution of male and female students. Therefore, the number of the questionnaires assigned was sixty six questionnaires.

D. Research Procedure

The research procedure used an instructional design to help with the research procedure. It is the systematic and reflective process of developing an effective solution for an educational need. However, this research adapted some steps which have been developed by Smaldino, Lowther, and Russell (2012), namely the ASSURE model. The ASSURE Model is classified into an instructional system design.

The ASSURE model is an acronym for: *Analyze learners, State objectives, Select media and materials, Utilize media and materials, Require learner participation, and Evaluate and revise*. However, this research employed an expert judgment as an evaluation and skip *Require learner participation* step. Therefore, the modified instructional system design from Smaldino, Lowther, and Russel was *Analyze learners, State Objectives, Select media and materials, Utilize media and materials, The Expert judgment evaluation, and Revision*. The *Analysis* stage of ASSURE focused specifically on analyzing the learner, rather than analyzing the scope of the project itself. Learner characteristics, competencies and learning styles will dictate the further development of the instruction. The ASSURE component *Select materials* recognized that useful materials may already exist and can be used in their original form or with modification. Original development of materials would additionally fit into this step of the process. The importance of *Require learner participation* step is emphasized explicitly in the ASSURE model.

However, due to the limitation of the problems and time, learner participation was substituted to the *Expert judgment evaluation*. Afterwards, the *Revision* step was applied. The modified framework of the ASSURE model is presented in Figure 1.

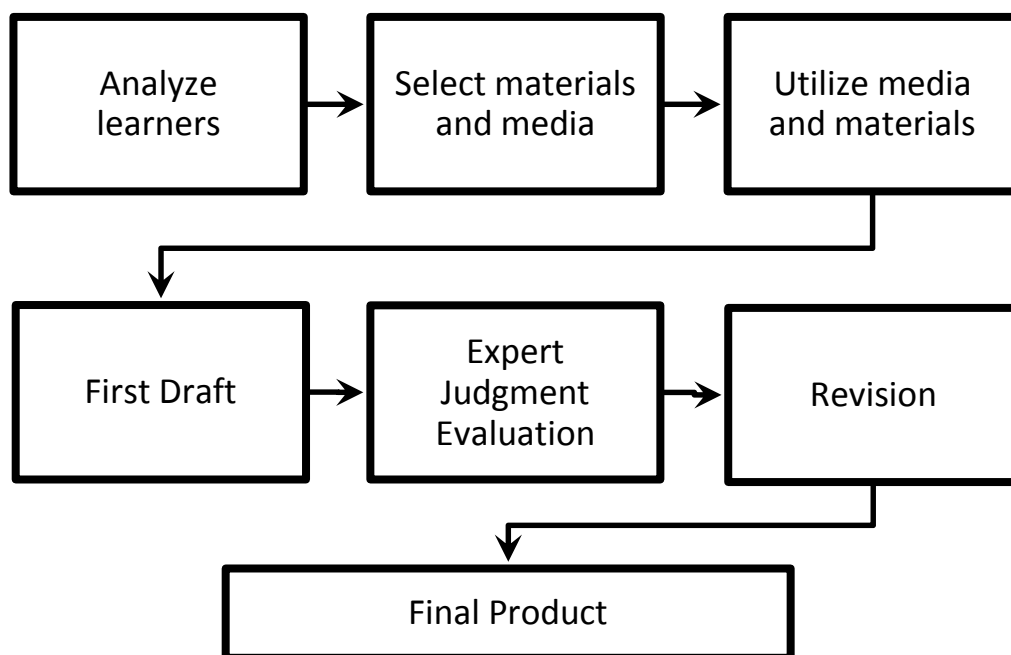


Figure 1: **The ASSURE Model (Smaldino, Lowther, and Russell, 2012)**

E. Data Collection Techniques and Instruments

The research used two kinds of instruments to obtain the research data. The instruments were needs analysis questionnaires and a rating scale of an expert judgment. The questionnaires were structured questionnaires which were based predominantly on closed questions which produce data that can be analyzed quantitatively for patterns and trends. Random sampling technique

was assigned in this research. The samples were two different classes of Grade VII students, namely VII-E and VII-F. Meanwhile, the rating scale of the expert judgment used a rubric rating scale form to evaluate the first draft materials of the product.

1. Needs Analysis Questionnaire

The needs analysis questionnaires were distributed to all students in VII-E and VII-F of SMP *Negeri* 15 Yogyakarta. The questionnaires were composed of fifteen multiple choice questions which were designed to figure out the students' need in terms of reading comprehension. The questionnaire consisted of questions which were related to the use of storybooks as media in learning the reading skill of English. Each student was given a full right to answer every question in the questionnaire which was best represented their true feelings according to the provided choices. The detailed organization of the needs analysis questionnaire is presented in Table 2.

Table 2: The Organization of Needs Analysis Questionnaires for Students.

No	Aspect of the Question	Item(s) Number	Purpose of the Question	References
1.	Students' personal identity	Part A	to find out the information about the students' profile	Graves (2000: 103)
2.	Goals	1, 2, 3	to find out reasons for learning English and the reading skill	Graves (2000: 103) Nunan (2004: 41)
3.	Lacks	4, 5	to find out gap between students' current proficiency and target	Hutchinson & Waters (1987: 56)

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			proficiency	
4.	Wants	6	to find out students' desire related to the materials	Hutchinson & Waters (1987: 56)
5.	Input	7, 8	to find out students' preference for the types of input in learning English and the reading skill	Nunan (2004: 47)
6.	Themes or Topics	9	to find out students' preference on the themes and topics related to the materials	Nunan (2004)
7.	Materials	10	to find out the appropriateness of the content, language, and presentation in the materials	Richards (2001: 273)
8.	Procedures	11	to find out learning activities that students like most	Nunan (2004: 52)
9.	Setting	12	to find out setting of doing tasks that students like most	Nunan (2004: 71)
10.	Learning media	13	to find out preference learning media to the reading skill	Ellis and Brewster (2002: 186)
11.	Teacher's role	14	to find out information about the role that the teacher should perform	Nunan (2004: 64)
12.	Learner's role	15	to find out the role of the students	Nunan (2004: 64)

2. Rating Scale Expert Judgment Questionnaire

The second questionnaire was the rating scale questionnaire for expert judgment. This questionnaire was meant to evaluate the first draft of the product in details by an expert. The questionnaire comprised two types of questions: the closed-ended and the open-ended questions. The open-ended questions were intended to allow the expert to freely deliver his/her suggestions towards the developed learning materials. The organization of the Expert Judgment Rating Scale was presented in Table 3.

Table 3: The Organization of the Expert Judgment Rating Scale

No	Aspect of the Question	Item(s) Number	Purpose of the Question	Reference
1.	Expert's personal identity	Part A	to find out the information about the expert's profile	Tomlinson (1998: 240)
2.	Materials	1, 2, 7, 10, 11	to evaluate the content of the materials	Nunan (2004: 175)
3.	Language	4, 5, 8, 9	to evaluate the language appropriateness used in the product	Hutchinson & Waters (1987: 99)
4.	Theme/Topic	3, 6	to evaluate the appropriateness of the themes used in the product with the content materials	Nunan (2004: 30, 131)
5.	Learning activities	12, 13, 14, 15	to evaluate its appropriateness in terms of learning activities developed in the product	Brown (2001: 142) Nunan (2004: 169-170, 175-176)

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6.	Media	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26	to evaluate its media appropriateness	Ellis & Brewster (2002:190- 191) Tomlinson (1998: 286)
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F. Data Analysis Techniques

Based on the data collection techniques and instruments, the data obtained by this research were quantitative. Hence, the data analysis techniques employed were descriptive statistics. The data from the needs analysis questionnaires were statistically analyzed using the formula of percentage and frequency. The result of the analyzed data was in the form of percentage (%) in which the highest percentage indicated the students condition in need.

Meanwhile, the rating scale result of the expert judgment was quantitatively analyzed based on descriptive statistics which showed the mean and the standard deviation of the findings. The formula used was the one that was proposed by Suharto (2006) whereas the comments and suggestions by the expert were used as a guide and direction to revise the first draft of the learning materials developed and the descriptive statistics finding was converted into descriptive analysis by adhering to data conversion table as presented in Table 4:

Table 4: Quantitative Data Conversion Table (Suharto, 2006)

Scales	Mean Interval	Categories
4	$3.25 \leq x \leq 4.00$	Very Good
3	$2.26 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.25$	Fair
1	$1.00 \leq x \leq 1.74$	Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research findings in this chapter cover the results of the needs analysis, the course grid, the unit design, the first draft materials, and the expert judgment. Further, the detailed descriptions are presented in the following descriptions.

1. The Results of the Needs Analysis

The needs analysis is a procedure used to collect information about learners' needs (Richards, 2001: 51). It is able to be conducted prior to, during, or after a language program. However, according to the type of this research, the needs analysis took place prior to the research product in order to obtain the information related to the students' needs in terms of reading comprehension. The result of the needs analysis was used as one of the factors besides the core and basic competencies in the 2013 Curriculum to develop a theme-based storybook. The needs analysis instrument was a questionnaire which consisted of fifteen multiple choice questions. The questionnaire was distributed to the students of VII-E and VII-F of SMP *Negeri* 15 Yogyakarta on August 26th to 27th, 2015. The total respondents were sixty six students who were split into thirty three at each class.

Based on the organization of the needs analysis questionnaire, the questions were categorized into twelve different aspects. They covered students' personal identity, goals, lacks, wants, input, themes/topics, materials, procedures, setting, learning media, teachers' role, and learners' role. The students were allowed to select more than one answer to every question according to their real condition. The detailed description of each question is presented in the following explanation.

a) **Students' Personal Identity**

There were two classes of Grade VII students involved in this research. They were VII-E and VII-F of SMP *Negeri* 15 Yogyakarta. Each class consisted of thirty three students with almost equal distribution of male and female students. These students' personal identity was Part A from the questionnaire which was meant to find out the information about the students' profile as respondents. The data of the respondents are presented in Table 5.

Table 5: Data of the Needs Analysis Respondents

Group Class	Age Range					Sex	
	11	12	13	14	15	Male	Female
Students of Class VII-E	5	19	7	1	1	14	19
Students of Class VII-F	2	26	5	0	0	15	18

b) **Goals**

As starting questions in Part B, goals were the second aspect in the questionnaire which were asked to respondents. According to Brown (1995) in Brown (2007: 155) goals are "general statements concerning desirable and

attainable program purposes and aims”. These goals were represented in the first to the third questions. At the majority as 86.36% of students, their goal in learning English was in order to be able to comprehend and use English properly both in spoken and written for daily life. Another quite high result (45.45%) was showed in the option D which exposed that the students were also aimed at preparing themselves for higher education. These reflected the objective needs of the students in learning English.

Specifically in reading, 75.75% of the students had a learning goal in being able to comprehend English texts correctly. Meanwhile, precisely 50% of them chose that their goal in reading was in order to be able to answer questions from texts correctly.

Table 6: The Results of Questions Related to Goals

No	Statements	The numbers of students	Percentage
1.	The students' goal in learning English is ...		
	a. to be able to pass the national examination	22	33.33%
	b. to be able to comprehend and use English properly both in spoken and written for daily life	57	86.36%
	c. because it is a compulsory subject	14	21.21%
	d. to prepare for higher education	30	45.45%
	e. others...	3	4.54%
	<ul style="list-style-type: none"> ● to be able to communicate with foreigners ● to be more interested in English ● to be able to speak in English correctly and meet foreign idols 	1 1 1	
2.	The students' goal in reading is ...		
	a. to be able to comprehend English texts correctly	50	75.75%

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		33	50%
	c. to increase vocabulary	26	39.39%
	d. to be accustomed to English texts	28	42.42%
	e. others...	2	3.03%
	• to be able to know more meanings of English words	1	
	• to be able to understand, write, and read English correctly	1	
3.	Based on the students' opinion, the reading skill in English is ...		
	a. highly important	47	71.21%
	b. quite important	24	36.36%
	c. less important	0	0%
	d. not important	0	0%
	e. others... (fairly important)	2	3.03%

c) **Lacks**

Lacks refer to the gap between what learners do not know and what learners know already (Hutchinson & Waters, 1987). Questions number 4 and 5 were the questions that covered the lacks aspect. However, the learners' lacks were translated into the learners' difficulties in reading which mainly lay in the factor of the not-knowingness of the most vocabulary encountered in texts. The results showed that 60.6% of the students chose that factor. Meanwhile, 34.84% of them considered the English grammar as another difficulty in reading. Therefore, the lacks of the reading skill were mostly caused by the shortage of vocabulary meanings that the students already have.

Table 7: The Results of Questions Related to Lacks

No	Statements	The numbers of students	Percentage
4.	So far, the biggest difficulty in reading English texts is ...		
	a. not knowing the most of vocabulary	40	60.60%

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	in the texts		
	b. not knowing the English grammar	23	34.84%
	c. hard in understanding English texts although there are only a few of unknown vocabulary	22	33.33%
	d. being too lazy to read and open a dictionary to find the word meanings in texts	11	16.67%
	e. others... <ul style="list-style-type: none"> ● not knowing the least of words meaning in English ● no difficulties ● not recognizing V1 – V3 well 	4 1 2 1	6.06%
5.	Up until now, English reading texts in the teaching and learning activity are...		
	a. too many in numbers, very difficult, boring, and not interesting	15	22.72%
	b. sufficient in numbers although it is boring and less-interesting	12	18.18%
	c. various with the proper amount in numbers but hard to be comprehended by students	37	56.06%
	d. so tranquil that make no significant progress, lack in numbers and not various	3	4.54%
	e. others... <ul style="list-style-type: none"> ● understandable but a little less informative/confusing ● already various, interesting, and understandable ● appealing ● indifference ● sufficient in numbers but not understandable 	10 2 4 1 2 1	15.15%

d) Wants

Wants are the same as the point of view of the students related to what their needs are. Those are their expectation that they have of themselves. The question represented wants in the questionnaire was number 6. The students'

wants results showed their preference towards the materials of reading. Most of the students (56.06%) chose the option C which was pictures while 45.45% of them chose the option A which was dialogue/monologue texts. Moreover, only 42.42% of them chose the option B which is short-stories. Nonetheless, the percentage gaps among those three types of reading texts were not very contrast which showed that the students had almost equal distribution of wants toward these texts.

Table 8: The Results of the Question Related to Wants

No	Statements	The numbers of students	Percentage
6.	The students prefer to have this type of text in their English class especially related to reading ...		
	a. dialogue and/or monologue texts	30	45.45%
	b. short stories	28	42.42%
	c. pictures	37	56.06%
	d. news and/or articles	9	13.63%
	e. others... (motivation words)	1	1.51%

e) **Input**

Input refers to the spoken, written and visual data that learners work with in the course of completing a task (Nunan, 2004: 47). The teachers themselves, textbooks or else can be input resources to the learners. Questions number 7 and 8 in the questionnaire were meant to find out the students' preference related to input in learning English especially in the reading skill.

Surprisingly, more than 60% of the students (69.69%) chose that storybooks with various interesting stories would be effective input for themselves. And 62.12% of them chose pictured storybooks. It could be

concluded that the students liked input of reading not only in the form of stories but also pictures.

Table 9: The Results of the Questions Related to Input

No	Statements	The numbers of students	Percentage
7.	The students prefer to use this kind of storybook while reading ...		
	a. pictured storybooks	41	62.12%
	b. colored storybooks	30	45.45%
	c. storybooks with interesting stories	46	69.69%
	d. not pictured nor colored storybooks	5	7.57%
	e. others...	11	16.67%
	• useful in life storybooks	1	
	• biographies	1	
	• no-coloring pictured storybooks	2	
	• bilingual storybooks	1	
	• funny storybooks	2	
	• inexpensive storybooks	2	
	• not boring storybooks	1	
	• non-pictured storybooks	1	
8.	According to the students, reading materials in the current textbook are ...		
	a. verily needed to be increased	29	43.93%
	b. needed to be increased	46	69.69%
	c. not needed to be increased	1	1.51%
	d. really not needed to be increased	0	0%
	e. others... (needed to be increased in terms of dialogues in reading)	1	1.51%

f) Themes or topics

The ninth question in the questionnaire was directed to know the students' preference in themes/topics in learning English. In reading, themes/topics can increase internal motivation of the students. Table 10 reveals that 77.27% of the students preferred themes/topics related to hobbies while 46.96% of them chose daily life themes/topics.

Table 10: **The Results of the Question Related to Themes/Topics**

No	Statements	The numbers of students	Percentage
9.	The students' preference for the themes/ topics for reading is ...		
	a. daily life	31	46.96%
	b. school and education life	9	13.63%
	c. hobbies	51	77.27%
	d. Indonesian cultures	18	27.27%
	e. others...	3	4.54%
	• the world's histories	1	
	• diversity	1	
	• soccer	1	

g) **Materials**

Materials aspect was reflected by question number 10 in the questionnaire to get information related to the appropriateness of the content, language, and presentation in the materials. Most of the students (51.51%) selected the option A which stated that an additional storybook for reading is more effective and interesting with a limited vocabulary and short grammatical sentences. Meanwhile, only 37.87% of them selected the option C that is a storybook for reading with a wide amount of vocabulary and short grammatical sentences is more effective and interesting.

Table 11: **The Results of the Question Related to Materials**

No	Statements	The numbers of students	Percentage
10.	An additional storybook for reading is more effective and interesting with ...		
	a. a limited vocabulary and short grammatical sentences	34	51.51%
	b. a wide vocabulary and long grammatical sentences	10	15.15%
	c. a wide vocabulary and short grammatical sentences	25	37.87%

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	d. a limited vocabulary and long grammatical sentences	13	19.69%
	e. others...	2	3.03%
	• understandable short grammatical sentences	1	
	• pictures	1	

h) Procedures

Procedures refer to the activities that learners do with the input that forms the point of departure for the learning task (Nunan, 2004). It specifies what learners will actually do with the input they gained in performing tasks. The results of the questionnaires which were administered to know the desired procedures for reading as in Table 12 reveals that the students' preference activities for reading was reading texts and discussing it in groups (62.12%). Meanwhile, there were 45.45% of them liked filling in the blank sentences or paragraphs activities rather than the others.

Table 12: The Results of the Question Related to Procedures

No	Statements	The numbers of students	Percentage
11.	The students' preference for the learning activities for reading are ...		
	a. reading aloud in chorus led by the teacher	14	21.21%
	b. silent reading and answering questions individually	21	31.81%
	c. reading texts and making discussion groups	41	62.12%
	d. reading texts and filling in the blank sentences and/or paragraphs	30	45.45%
	e. others... (filling in the blank sentences and/or paragraphs individually)	1	1.51%

i) **Setting**

Setting refers to the classroom arrangements which require consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004). From the questionnaires, 77.27% of the students preferred to do the tasks in group-work setting while 59.09% of them liked to do it in pairs.

Table 13: The Results of the Question Related to Setting

No	Statements	The numbers of students	Percentage
12.	In carrying out a lesson, the students prefer to do the tasks ...		
	a. in pairs	39	59.09%
	b. in groups	51	77.27%
	c. individually	14	21.21%
	d. continuously dictated by the teacher	8	12.12%
	e. others... (individually guided by the teacher)	1	1.51%

j) **Learning media**

Learning media is a tool to deliver content / learning materials such as books, movies, videos, and others. The results of the questionnaires, however, showed significant percentages. Most of the students (71.21%) wanted videos as a learning media for reading and only 59.09% of them wanted pictured-storybooks as the learning media. Nonetheless, the results were not disappointing because the pictured-storybooks percentage proved that it was still a favorite among students after all. Through printed theme-based storybooks this research attempted to provide more reading materials for Grade VII students of SMP/MTs.

Table 14: The Results of the Question Related to Learning Media

No	Statements	The numbers of students	Percentage
13.	The students prefer to learn English the reading skill through ...		
	a. pictured-storybooks	39	59.09%
	b. texts	17	25.75%
	c. videos	47	71.21%
	d. learning CDs	25	37.87%
	e. others...	5	7.57%
	• games	3	
	• movies	1	
	• dictionaries	1	

k) Teachers' role

Teachers' role is what the students expect and prefer of a teacher to perform during the teaching and learning activities. It was represented in question number 14 in the questionnaire. According to the results, 65.15% of the students believed that the teacher should regularly discuss the task given to the students after they had finished it. Furthermore, 54.54% of them also believed that the teacher should not only stand or sit in front of the class while delivering his/her lesson. Moving around the class was better but in a proper frequency.

Table 15: The Results of the Question Related to Teachers' Role

No	Statements	The numbers of students	Percentage
14.	During the teaching and learning process in classroom, the preferred role of the teacher is ...		
	a. moving around the classroom while delivering the lesson	36	54.54%
	b. only standing or sitting in front of the class while delivering the lesson	19	28.78%
	c. giving a task and asking the students	6	9.09%

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	to do it individually		
	d. discussing the task given together	43	65.15%
	e. others...	0	0%

1) Learners' role

Learners' role is the preferred role of the students in the teaching and learning activities from their point of view. It is what they need to do in completing a task. The last question of the questionnaires exposed that 87.87% of the students chose actively participating in the teaching and learning activities. Moreover, 59.09% of them chose doing their teacher instructions and command in the classroom.

Table 16: The Results of the Question Related to Learners' Role

No	Statements	The numbers of students	Percentage
15.	During the teaching and learning process in classroom, the preferred role of the students is ...		
	a. actively participating in the teaching and learning activity	58	87.87%
	b. doing the teacher's instructions and command	39	59.09%
	c. only listening to the teacher	22	33.33%
	d. paying no attention to the teacher	1	1.51%
	e. others... (being polite)	1	1.51%

2. Course Grid

The next step after the researcher conducted the needs analysis was developing a course grid. The results of it were used to develop the course grid. The course grid was used as a guideline to design the units of materials in the course grid. Besides the result of the needs analysis, the course grid was

also developed based on the core competencies and basic competencies of the 2013 Curriculum. The course grid consisted of unit title/topic, indicators, input texts, grammar and vocabulary, and learning activities which consisted of five steps of the scientific learning approach: observing, questioning, information gathering, associating, and communicating. The theme of each unit employed in the course grid was based on the results of the needs analysis. Those were hobbies and daily life. These themes were the top two themes that the students liked. The storybook consisted of three units under those themes. The detailed course grid for each unit was explained in the following explanation.

a) Course grid of Unit 1

To develop the course grid of Unit 1, the core competencies of appreciating and comprehending spiritual values, social values, and practical values which are reflected in the matter of understanding and applying the knowledge the learners gain to visible phenomena and events, and also processing, presenting, and reasoning in both concrete domain and abstract domain are employed, while the basic competencies used are as follows:

- 1.1: Being grateful to God for the opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.

- 2.3: Showing responsibility, care, cooperation, and peace loving behavior in performing functional communication.
- 3.6: Comprehending social function, text structure, and language elements of label and list texts according to its contextual usage.
- 4.7: Making a written text of label and list by concerning its social function, text structure, and language elements correctly and contextually.

The theme/topic of Unit 1 is daily life. The unit is focused on developing students' ability in comprehending social functions, text structures, and language elements used in the daily life especially those of language elements related to the label and list texts. This unit uses a thematic story as the main input. The story emphasizes on the core and basic competences in which the students are expected to achieve as their learning objectives in this unit. They are related to daily life as well. The activities following the story serve as learning activities to strengthen the learners' comprehension to achieve the competencies desired. Besides, the learning activities of this unit are arranged to reinforce students' vocabulary and grammar based on the scientific method steps in the 2013 Curriculum. At the end of the unit the students are able to achieve a good reading comprehension and to fulfill the learning objectives through the help of the stories and the learning activities provided in this unit.

b) Course grid of Unit 2

The course grid of Unit 2 is also based on the core competencies. They are appreciating and comprehending spiritual values, social values, and practical values which are reflected in the matter of understanding and applying the knowledge the learners gain to visible phenomena and events, and also processing, presenting, and reasoning in both concrete domain and abstract domain. Meanwhile, for the basic competencies, this unit takes the basic competencies of:

- 1.1: Being grateful to God for the opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.
- 2.3: Showing responsibility, care, cooperation, and peace loving behavior in performing functional communication.
- 3.7: Comprehending social function, text structure, and language elements of the expression of telling and asking adjectives of people, animal, and things according to its contextual usage.
- 4.8: Making both simple oral and written texts to tell and ask about adjectives of people, animal, and things by concerning its social function, text structure, and language elements correctly and contextually.

The theme/topic of Unit 2 is hobbies. This unit emphasizes more on the stories related to hobbies that are commonly possessed by

students. This unit aims at making the students comprehend the social functions, text structures, and language elements used in the input. The input of Unit 2 is in the form of stories based on the theme. This unit consists of several learning activities according to the scientific learning approach steps in the 2013 Curriculum as well. These activities would also encourage students' vocabulary and grammar abilities.

c) Course grid of Unit 3

The course grid of Unit 3 is developed based on the core competencies of appreciating and comprehending spiritual values, social values, and practical values which are reflected in the matter of understanding and applying the knowledge the learners gain to visible phenomena and events, and also processing, presenting, and reasoning in both concrete domain and abstract domain. Meanwhile, the basic competencies applied are:

- 1.1: Being grateful to God for the opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.
- 2.3: Showing responsibility, care, cooperation, and peace loving behavior in performing functional communication.
- 3.8: Comprehending social function, text structure, and language elements of the expression of telling and asking about the

attitudes/behaviors/functions of people, animal, and things according to its contextual usage.

- 4.9: Making both simple oral and written texts to tell and ask about the attitudes/behaviors/functions of people, animals, and things by concerning its social function, text structure, and language elements correctly and contextually.

The theme/topic of Unit 3 is about daily life. The daily life theme is chosen to cover Units 1 and 3 as the needs of the students more synchronized with this theme rather than the hobbies theme. Thus, without undervaluing the needs analysis results in terms of the more desired theme in learning English for reading, this theme is applied twice in the product. The learning objectives of this unit are the core and basic competencies that are necessary to be developed in this unit. The input in this unit is stories that revolve around daily life as well. The stories that are presented in this unit contain those core and basic competencies that the students should achieve. This unit focuses on recognizing and comprehending the expressions and texts about the attitudes/behaviors/functions of people, animals, and things which are presented through the stories. The learning activities in this unit follow the scientific learning approach steps in the 2013 Curriculum as well. These learning activities will also cover vocabulary and grammar areas.

3. The Unit Design

The design of the product consists of three units. Each unit is developed based on the course grid. Each unit consists of three parts namely warm up, main lesson, and reinforcement. Each part is broken down into some sections. These represent the tasks that are carried out by the students in the teaching and learning process. The detailed parts of each unit are described in Figure 2.

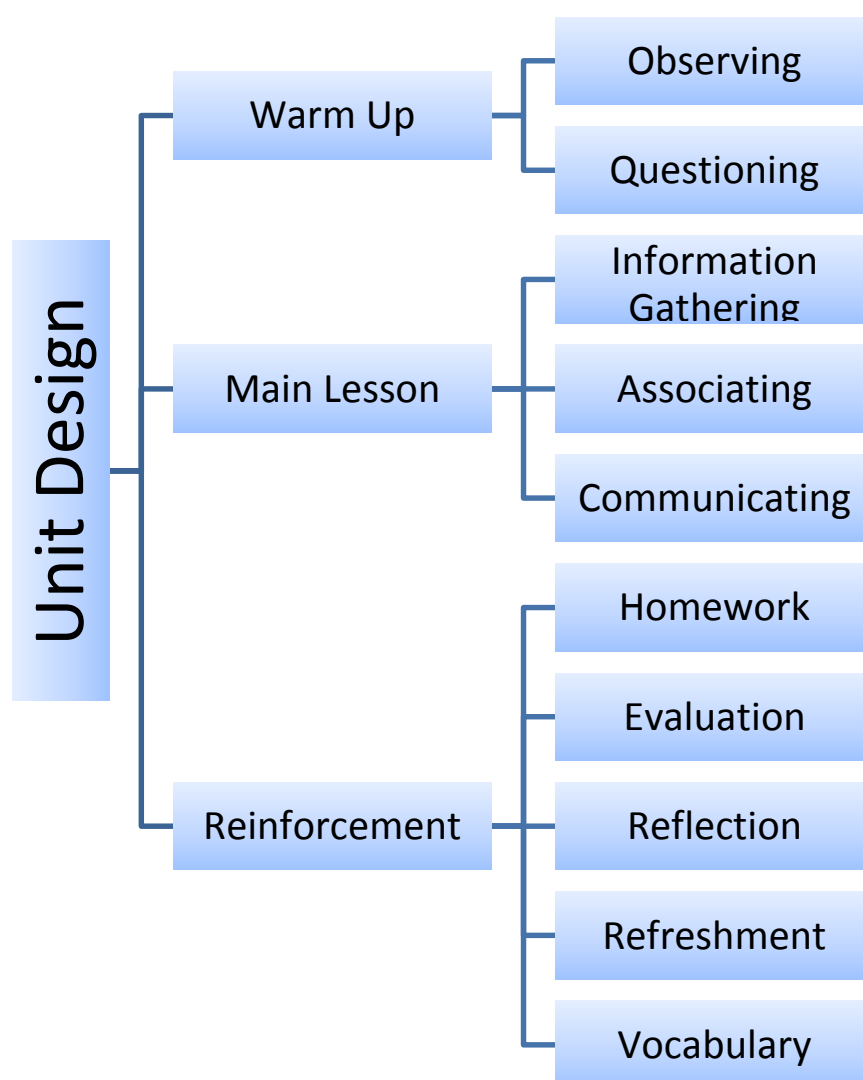


Figure 2: The Diagram of the Unit Design

The diagram of the unit design in Figure 2 shows that each part of the unit has their own section. The first unit part is Warm Up. It has two sections which reflect observing and questioning steps of the scientific approach. The activities are arranged to help students to have prior knowledge/schema building of the unit learned. The Observing and Questioning sections follow the steps of the scientific learning approach that are required by the 2013 Curriculum. The second unit part is Main Lesson which has three sections in it. The sections of the Main Lesson are Information Gathering, Associating, and Communicating which respectively follow the steps of the scientific learning approach in the 2013 Curriculum. All of the three sections of the Main Lesson are the part when the core activities are implemented. The learning activities in this part are meant to foster the reading comprehension ability of the students. Besides, the learning activities that are contained in this part are arranged in a varied and attractive ways. The next unit part is Reinforcement. It consists of five sections namely Homework, Evaluation, Reflection, Refreshment, and Vocabulary. Through this part, the students are given activities which reinforce them to the materials they learned in the previous parts. Moreover, Refreshment contains a fun space/fact that provides them information beyond the lesson.

4. The First Draft Materials

The first draft materials are developed into three units. Each unit consisted of three main parts which covered introduction, main lesson, and

reinforcement. Later, these parts are broken down into seven sections namely warm up activity which is included into introduction; main lesson; homework; evaluation; reflection; refreshment; and vocabulary. The detailed activities and tasks are explained below.

Table 17: The Detailed Description of the First Draft Materials of Unit 1

Unit 1. Don't Forget the Shopping List	
Warm Up Activity	
Task 1	<p><u>Instruction:</u> <i>Look at the pictures and answer the following questions correctly.</i></p> <p><u>Description:</u> This task is designed as an observing stage to help students activate their background knowledge and prepare them to receive the new knowledge. By presenting pictures of a grocery store, students are expected to have general view of the topic's theme.</p>
Task 2	<p><u>Instruction:</u> <i>Do you want to know further? Let's answer the following questions briefly.</i></p> <p><u>Description:</u> This task intends to trigger students' curiosity in the questioning stage. This task intends to prepare students to the next task.</p>
Task 3	<p><u>Instruction:</u> <i>Let's ask questions: form your questions using items in the box.</i></p> <p><u>Description:</u> This task is aimed at guiding students to arrange questions so that they can picture or predict what they learn in this unit.</p>
Main Lesson	
Task 4	<p><u>Instruction:</u> <i>Let's match the sentences: match each sentences with the correct picture in the box.</i></p> <p><u>Description:</u> This task gives the students the piece of language function they learn because it is the stage of gathering information.</p>
Task 5	<p><u>Instruction:</u> <i>Let's read a story, everyone: read the story of Ted and Nina below carefully.</i></p> <p><u>Description:</u> This task provides the first theme-based story as the input.</p>
Task 6	<p><u>Instruction:</u> <i>Let's learn vocabulary: Learn and read the list of vocabulary below.</i></p> <p><u>Description:</u> This task gives students a list of vocabulary which adds to their knowledge.</p>
Task 7	<p><u>Instruction:</u> <i>True or false: Find out which statement is</i></p>

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	<p><i>true and which one is false by giving a checkmark (✓) in the True or False columns.</i></p> <p><u>Description:</u> This task intends to check the students' comprehension of the story in the previous task.</p>
Task 8	<p><u>Instruction:</u> <i>Let's comprehend the "Ted and Nina Go to the Grocery Store" story: Answer the following questions correctly.</i></p> <p><u>Description:</u> This task helps the students to have a full comprehension of the story by answering the multiple choice comprehensive questions.</p>
Task 9	<p><u>Instruction:</u> <i>Let's figure out the shopping list: Study the lesson on making a list.</i></p> <p><u>Description:</u> This task acts as input of how to make a list and a few examples of how listing and labelling are used in a daily life setting.</p>
Task 10	<p><u>Instruction:</u> <i>Let's check the grammar section: learn the explanation in the box below carefully.</i></p> <p><u>Description:</u> This task provides the grammar point of the unit which is impersonal 'there'.</p>
Task 11	<p><u>Instruction:</u> <i>Let's label these things: Complete the phrases with the correct name. You can use your dictionary to help you.</i></p> <p><u>Description:</u> This task associates the objective of labelling by completing phrases and label them.</p>
Task 12	<p><u>Instruction:</u> <i>Let's practice: Complete the sentences with the correct form of to be (is/are) for impersonal 'there'.</i></p> <p><u>Description:</u> This task accommodates the students' associating stage by applying what they have learnt through answering questions.</p>
Task 13	<p><u>Instruction:</u> <i>Let's help father: Make a group and complete a birthday shopping list to surprise your mother.</i></p> <p><u>Description:</u> This task is aimed to give students a chance to practice how to make a birthday list in a group.</p>
Task 14	<p><u>Instruction:</u> <i>Let's share your work: Exchange your group results on Task 13 to other groups in your class and share what they have in their lists.</i></p> <p><u>Description:</u> This task intends to let the students communicate their work and have a discussion on it.</p>
Reinforcement	
Homework	<p><u>Instruction:</u> <i>Make a list of things based on the following situations. You may choose one of the</i></p>

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	<p><i>situations available. You are free to use your dictionary and any sources that may help you.</i></p> <p><u>Description:</u> This task is a part of the reinforcement where the intention is to ensure students' comprehension of all the lesson they get in the unit.</p>
Evaluation	<p><u>Instruction:</u> <i>Choose the correct answer for each of the following questions.</i></p> <p><u>Description:</u> This is an evaluation task in the unit. In this task, students are given the opportunity to evaluate their learning intake of the unit by comprehending a new story and answering questions about it.</p>
Reflection	<p><u>Instruction:</u> <i>What did you learn so far? Circle the thing that you learned from the following points.</i></p> <p><u>Description:</u> This task is designed to give the students a chance to check their learning intake towards the materials that they have learnt in the unit.</p>
Refreshment	<p><u>Instruction:</u> <i>Find all the hidden words in the box of words below. Words can go both horizontally and vertically.</i></p> <p><u>Description:</u> This task is designed to give the students an intermezzo after learning so that they feel at ease and fun.</p>
Vocabulary Glossary	<p><u>Description:</u> Vocabulary glossary provides a list of words related to the theme/topic of the unit that students can find in the unit. Each word in the glossary is completed with its part of speech categories, pronunciation (phonetic transcriptions), and meanings in <i>Bahasa</i>.</p>

The next unit description of the first draft materials is thoroughly described in Table 18 below.

Table 18: **The Detailed Description of the First Draft Materials of Unit 2**

Unit 2. He is A Good Boy	
Warm Up Activity	
Task 1	<p><u>Instruction:</u> <i>Look at the pictures carefully and answer the following questions briefly.</i></p> <p><u>Description:</u> This task is designed as an observing stage to help students activate their background knowledge and prepare them to receive the new knowledge. By presenting pictures of kinds of</p>

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	hobbies, students are expected to have general view of the unit's theme.
Task 2	<u>Instruction:</u> <i>Let's ask questions: Make questions using items in the box below.</i> <u>Description:</u> This task is aimed at guiding students to arrange questions so that they can picture or predict what they learn in this unit.
Task 3	<u>Instruction:</u> <i>Do you want to know further? Complete the following questions using items in the box.</i> <u>Description:</u> This task intends to trigger students' curiosity in the questioning stage. This task intends to prepare students to the next task.
Main Lesson	
Task 4	<u>Instruction:</u> <i>Let's match the sentences: match each description with the correct picture by putting number in the circles.</i> <u>Description:</u> This task is a follow up of the Task 3. This task tries to provide students with a text related to the theme of the unit and lead students to guess meaning from context by matching descriptions listed to pictures.
Task 5	<u>Instruction:</u> <i>Let's read a story, everyone: Read the story of Ryan below carefully.</i> <u>Description:</u> This task provides the first theme-based story as the input in this unit.
Task 6	<u>Instruction:</u> <i>Let's learn vocabulary: Learn and read the list of vocabulary below.</i> <u>Description:</u> This task gives students a list of vocabulary which adds to their knowledge.
Task 7	<u>Instruction:</u> <i>Let's comprehend the "Ryan, the Cheerful Boy" story: Answer the following questions correctly.</i> <u>Description:</u> This task helps the students to have a full comprehension of the story by answering the multiple choice comprehensive questions.
Task 8	<u>Instruction:</u> <i>Let's figure out the adjectives: Study the lesson on adjectives of people below.</i> <u>Description:</u> This task reveals the language functions of this unit. In this task, students are given brief information related to unit theme.
Task 9	<u>Instruction:</u> <i>Let's check the grammar section: learn the explanation in the box below carefully.</i> <u>Description:</u> This task provides the grammar point of the unit which is how to describe people's characteristics.

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Task 10	<p><u>Instruction:</u> <i>Let's practice: Complete the following phrases using the proper adjectives in the circles.</i></p> <p><u>Description:</u> This task accommodates the students' associating stage by applying what they have learnt through answering questions.</p>
Task 11	<p><u>Instruction:</u> <i>Let's help Ryan: Make a group and help Ryan to find his niece and nephew in the airport by following task directions below.</i></p> <p><u>Description:</u> This task is aimed to give students a chance to practice how to describe people's appearance in a group.</p>
Task 12	<p><u>Instruction:</u> <i>Let's share your work: Exchange your group results on Task 11 to other groups in your class.</i></p> <p><u>Description:</u> This task intends to let the students communicate their work and have a discussion on it.</p>
Reinforcement	
Homework	<p><u>Instruction:</u> <i>Do you have a family picture? Bring one of your family pictures then choose one of your family members and describe his/her appearance and personality using the vocabulary you have learned properly.</i></p> <p><u>Description:</u> This task is a part of the reinforcement where the intention is to ensure students' comprehension of all the lessons they obtain in the unit.</p>
Evaluation	<p><u>Instruction:</u> <i>Choose the correct answer for each of the following questions.</i></p> <p><u>Description:</u> This is an evaluation task in the unit. In this task, students are given the opportunity to evaluate their learning intake of the unit by comprehending a new story and answering questions about it.</p>
Reflection	<p><u>Instruction:</u> <i>What did you learn so far? Circle the thing that you learned from the following points.</i></p> <p><u>Description:</u> This task is designed to give the students a chance to check their learning intake towards the materials that they have learnt in the unit.</p>
Refreshment	<p><u>Instruction:</u> <i>Did you know? Why do I feel sick when I read in a moving car?</i></p> <p><u>Description:</u> This task is designed to give the students an intermezzo after learning so that they feel at ease and fun.</p>
Vocabulary Glossary	<p><u>Description:</u> Vocabulary glossary provides a list of words related to the theme/topic of the unit that</p>

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	students can find in the unit. Each word in the glossary is completed with its part of speech categories, pronunciation (phonetic transcriptions), and meanings in <i>Bahasa</i> .
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The last unit description of the first draft materials is Unit 3. It is presented in Table 19 below.

Table 19: **The Detailed Description of the First Draft Materials of Unit 3**

Unit 3. What Do You Do Every Day?	
Warm Up Activity	
Task 1	<p><u>Instruction:</u> <i>Look at the pictures carefully and choose the correct answer.</i></p> <p><u>Description:</u> This task is designed as an observing stage to help students activate their background knowledge and prepare them to receive the new knowledge. By presenting pictures of kinds of daily routines activity, students are expected to have general view of the unit's theme.</p>
Task 2	<p><u>Instruction:</u> <i>Do you want to know further? Put a tick (√) on the items you want to know further in this unit.</i></p> <p><u>Description:</u> This task intends to trigger students' curiosity in the questioning stage. This task intends to prepare students to the next task.</p>
Task 3	<p><u>Instruction:</u> <i>Let's ask questions: Arrange the following words of each number into an interrogative sentence.</i></p> <p><u>Description:</u> This task is aimed at guiding students to arrange questions so that they can picture or predict what they learn in this unit.</p>
Main Lesson	
Task 4	<p><u>Instruction:</u> <i>Let's match the pictures: match pictures with the words by giving numbers to the words' circles and then read aloud the passage.</i></p> <p><u>Description:</u> This task represents the information gathering stage by which the students are exposed to the input of the unit's theme.</p>
Task 5	<p><u>Instruction:</u> <i>Let's read a story, everyone: Read the story of Ben below carefully.</i></p> <p><u>Description:</u> This task provides the first theme-based story as the input in this unit.</p>
Task 6	<p><u>Instruction:</u> <i>Let's learn vocabulary: Learn and read the list of vocabulary below.</i></p> <p><u>Description:</u> This task gives students a list of</p>

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	vocabulary which adds to their knowledge.
Task 7	<p><u>Instruction:</u> <i>True or false: Find out which statement is true and which one is false by giving a checkmark (✓) in the True or False columns.</i></p> <p><u>Description:</u> This task intends to check the students' comprehension of the story in the previous task.</p>
Task 8	<p><u>Instruction:</u> <i>Let's comprehend the "Ryan, the Cheerful Boy" story: Answer the following questions correctly.</i></p> <p><u>Description:</u> This task is a follow up of the previous task. It helps the students to have a full comprehension of the story by answering the multiple choice comprehensive questions.</p>
Task 9	<p><u>Instruction:</u> <i>Let's figure out the daily routines: Study the explanation of daily routines of people below.</i></p> <p><u>Description:</u> This task reveals the language functions of this unit and also the whole input. In this task, students are given brief information related to unit theme.</p>
Task 10	<p><u>Instruction:</u> <i>Let's check the grammar section: learn the explanation in the box below carefully.</i></p> <p><u>Description:</u> This task provides the grammar point of the unit which is simple present tense.</p>
Task 11	<p><u>Instruction:</u> <i>Let's practice: Complete the following sentences using the correct verbs.</i></p> <p><u>Description:</u> This task accommodates the students' associating stage by applying what they have learnt through answering questions.</p>
Task 12	<p><u>Instruction:</u> <i>Let's help yourself: Find yourself a partner and arrange the following jumbled pictures below by putting ordered numbers in the circles. Don't forget to translate each picture into the passage</i></p> <p><u>Description:</u> This is a pair work activity that requires the students to work together and create a work as a result of their learning and to check their understanding on the unit's theme.</p>
Task 13	<p><u>Instruction:</u> <i>Let's share your work: Exchange your group results on Task 11 to other groups in your class.</i></p> <p><u>Description:</u> This task intends to let the students communicate their work and have a discussion on it.</p>
Reinforcement	
Homework	<p><u>Instruction:</u> <i>Below is a column of daily routines. Fill in the blank columns according to the person. Make a complete sentence for each activity in every column. The first activity is done as an example.</i></p>

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	<p><u>Description:</u> This task is a part of the reinforcement where the intention is to ensure students' comprehension of all the lessons they obtain in the unit.</p>
Evaluation	<p><u>Instruction:</u> <i>Choose the correct answer for each of the following questions.</i></p> <p><u>Description:</u> This is an evaluation task in the unit. In this task, students are given the opportunity to evaluate their learning intake of the unit by comprehending a new story and answering questions about it.</p>
Reflection	<p><u>Instruction:</u> <i>What did you learn so far? Circle the thing that you learned from the following points.</i></p> <p><u>Description:</u> This task is designed to give the students a chance to check their learning intake towards the materials that they have learnt in the unit.</p>
Refreshment	<p><u>Instruction:</u> <i>Daily Routines Crossword. Fill in the crosswords with the correct answers of the following questions in the down and across columns.</i></p> <p><u>Description:</u> This task is designed to give the students an intermezzo after learning so that they feel at ease and fun.</p>
Vocabulary Glossary	<p><u>Description:</u> Vocabulary glossary provides a list of words related to the theme/topic of the unit that students can find in the unit. Each word in the glossary is completed with its part of speech categories, pronunciation (phonetic transcriptions), and meanings in <i>Bahasa</i>.</p>

5. Expert Judgment

After the materials were developed, the next process was the expert judgment. The expert judgment process was conducted to evaluate and validate the developed learning materials. A set of expert judgment questionnaire was administered to the expert to examine, evaluate, suggest revisions, and decide whether the materials were appropriate or not to be

implemented. Further, the evaluation and validation results during this process were used to revise the developed materials.

The expert was an M.A. holder lecturer with 10 years of working and teaching experience in TEFL field and is currently working as a permanent lecturer in English Education Department at Yogyakarta State University. Hence, the judgment given by her can be considered to be valid.

The expert judgment questionnaire was derived from some points of evaluation proposed by language and materials experts and also storybook experts. The expert judgment questionnaire was divided into two aspects namely the appropriateness of the content and the layout aspects. The questionnaire consisted of 26 close-ended questions and 3 open-ended questions. These open-ended questions were also used as spaces where the expert gave her comments or suggestions on the area that some revisions were needed to be done. The questionnaire employed a four-scale of *Likert* scale rubric. Henceforth, the results of the expert judgment questionnaire, validation, reviews and revisions of the materials are elaborated in the following explanations.

a. The Results of the Expert Judgment and Revision of Unit 1

1) The Results of the Expert Judgment of Unit 1

There were two aspects evaluated in the expert judgment questionnaire namely the appropriateness of the content and the layout. The analysis of the

expert judgment results of the developed materials of Unit 1 is described below.

a) The Appropriateness of the Content of Unit 1

The appropriateness of the content was the first aspect to be evaluated. It consisted of fifteen items which covered three points: content, language, and instruction appropriateness. The results of the analysis of the expert judgment for the developed materials of Unit 1 are presented in the following table.

Table 20: The Appropriateness of the Content of Unit 1

No	Items	Scores
1	The developed materials are in line with the English core and basic competencies of the 2013 Curriculum for Grade VII	4
2	The developed materials meet the students' need especially in Reading	3
3	The topics/themes in the materials are relevant with the learning scope of Grade VII students	4
4	The language functions and expressions contained in the materials are appropriate for Grade VII education level	4
5	The sentences structures employed are according to the language ability of Grade VII students	3
6	The stories used are attractive, containing decent moral values and are according to Grade VII students' needs.	3
7	The developed materials help students in English vocabulary mastery	4
8	The language used in the developed materials is in accordance with the principles of proper English.	3
9	The instructions and explanations used in the developed materials are clear and understandable to Grade VII students.	4
10	The developed materials are based on the learning steps of scientific approach of the 2013 Curriculum.	4
11	The developed materials motivate students to learn English.	4
12	The learning activities provided in the developed materials are arranged systematically, successively from the easiest	4

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	activities to the hardest ones.	
13	The learning activities provided in the developed materials are started from the guided activities to the free guided activities.	4
14	The learning activities provided in the developed materials are relevant to the topics/themes employed in the developed materials.	4
15	The learning activities provided in the developed materials cover the group work activities, peer work activities, and individual activities.	4
Mean (\bar{x})		3.73

Table 20 shows that the mean value of the appropriateness of the content of Unit 1 is 3.73. Thus, based on the quantitative data conversion proposed by Suharto (2006) in which the mean value is in the range $3.25 \leq x \leq 4.00$ is considered belong to the “Very Good” category. It also means that the content of the developed materials of Unit 1 is considered appropriate for Grade VII students of SMP/MTs.

b) The Appropriateness of the Layout of Unit 1

The layout appropriateness comprised eleven items which covered presentation and layout arrangement of the developed materials of Unit 1. The analysis of the expert judgment results of the appropriateness of the layout is described in Table 21.

Table 21: The Appropriateness of the Layout of Unit 1

No	Items	Scores
16	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
17	The placement of the layout elements (the unit title, sub-title, texts, page number, illustrations and captions) are proportional.	4
18	The use of color variations on the printed materials is proportional.	4

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19	The use of variations (fonts, bold, italic, underline, capitalization) is appropriate, clearly legible, and not overly used.	4
20	The picture illustrations in the learning materials are aesthetic, functional, relevant to the topics/themes and the content, and assisting in understanding the materials.	3
21	The picture illustrations assist the students' visual literacy development.	3
22	The picture illustrations are appropriate to students' age and not overly described.	3
23	The picture illustrations are attractive and colorful.	3
24	The picture illustrations sizes are clear to be seen.	3
25	The arrangement of the stories/texts on (separated page/ flip page/ cut-away page/ bubble dialogue/ without texts) support the students' comprehension well.	4
26	The arrangement of the picture illustrations maximizes the interaction between the students and the stories.	4
Mean (x)		3.54

Table 21 demonstrates the mean value of the appropriateness of the layout of the developed materials of Unit 1 is 3.54 which x is bigger than 3.25 in the range $3.25 \leq x \leq 4.00$. This means the layout presentation and arrangement of Unit 1 are considered as “Very Good” as well.

2) Revision of Unit 1

As suggested by the expert, there were some revisions regarding both the content and the layout arrangement. The revisions took place in some of the tasks provided in the book. Further, the revisions are described as follows.

Table 22: **The Revision of Unit 1**

Parts of the Unit	Points to be Revised	Revisions
Unit Title	The unit title did not reflect the content of the unit.	The unit title was changed using the story title.
Task 1	<ul style="list-style-type: none"> Pictures supporting the task were considered vague and 	<ul style="list-style-type: none"> The pictures were changed to better

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	<p>unsupported the learning of the students.</p> <ul style="list-style-type: none"> • Need more questions for the task. 	<p>pictures which support the task well.</p> <ul style="list-style-type: none"> • Providing more questions for the task.
Task 10	<ul style="list-style-type: none"> • Pictures supporting the task were considered vague and unsupported the learning and teaching activity. • Need more input about the foods corners in a big grocery store. • The layout arrangement was poor. 	<ul style="list-style-type: none"> • The pictures were made clearer and bigger so that they supported the learning and teaching activity. • Providing the foods corners which were usually found in a big grocery store. • Creating more colorful and attractive layouts.
Task 11	The layout background did not seem appealing.	Changing the layout background into more attractive layout.
Task 14	Pictures supporting the task should be made bigger and clearer.	The pictures supporting the task were made bigger and clearer.
Evaluation	Choice of words needs to be concerned.	Replacing them with more proper words.
Reflection	Points of items needed to presented clearer.	Points of items were presented clearer.
The Fun Corner	Consider changing on the sub-title because 'Refreshment' is known as coffee break and snacks.	<ul style="list-style-type: none"> • Changing the sub-title from 'Refreshment' to 'The Fun Corner' • Providing columns so that it is easier to be carried out.

b. The Results of the Expert Judgment and Revision of Unit 2

1) The Results of the Expert Judgment of Unit 2

The expert judgment questionnaire of the developed materials of Unit 2 also covered two aspects namely the content and the layout appropriateness.

Further, the results data of the expert judgment of Unit 2 are presented in the following explanations.

a) The Appropriateness of the Content of Unit 2

The content appropriateness occupied the same first fifteen questions of the questionnaire as in the one for Unit 1. It covered content, language, and instruction appropriateness as well. The detailed result data of the content appropriateness is presented in Table 23.

Table 23: The Appropriateness of the Content of Unit 2

No	Items	Scores
1	The developed materials are in line with the English core and basic competencies of the 2013 Curriculum for Grade VII	4
2	The developed materials meet the students' need especially in Reading	4
3	The topics/themes in the materials are relevant with the learning scope of Grade VII students	4
4	The language functions and expressions contained in the materials are appropriate for Grade VII education level	4
5	The sentences structures employed are according to the language ability of Grade VII students	3
6	The stories used are attractive, containing decent moral values and are according to Grade VII students' needs.	4
7	The developed materials help students in English vocabulary mastery	3
8	The language used in the developed materials is in accordance with the principles of proper English.	3
9	The instructions and explanations used in the developed materials are clear and understandable to Grade VII students.	3
10	The developed materials are based on the learning steps of scientific approach of the 2013 Curriculum.	4
11	The developed materials motivate students to learn English.	4
12	The learning activities provided in the developed materials are arranged systematically, successively from the easiest activities to the hardest ones.	4
13	The learning activities provided in the developed materials are	4

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	started from the guided activities to the free guided activities.	
14	The learning activities provided in the developed materials are relevant to the topics/themes employed in the developed materials.	4
15	The learning activities provided in the developed materials cover the group work activities, peer work activities, and individual activities.	4
Mean (\bar{x})		3.73

Table 23 shows that the mean value of the content appropriateness of the developed materials of Unit 2 is 3.73. According to Suharto (2006), this mean value is considered appropriate and is included to the “Very Good” category due to the value (\bar{x}) is bigger than 3.25 ($3.25 \leq \bar{x} \leq 4.00$).

b) The Appropriateness of the Layout of Unit 2

The next aspect which was evaluated in the expert judgment questionnaire was the layout appropriateness. It also consisted of eleven items of statements which covered the presentation and the layout of the developed materials. The result data of the layout appropriateness of Unit 2 is described in Table 24.

Table 24: The Appropriateness of the Layout of Unit 2

No	Items	Scores
16	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
17	The placement of the layout elements (the unit title, sub-title, texts, page number, illustrations and captions) are proportional.	4
18	The use of color variations on the printed materials is proportional.	4
19	The use of variations (fonts, bold, italic, underline, capitalization) is appropriate, clearly legible, and not overly used.	4
20	The picture illustrations in the learning materials are aesthetic, functional, relevant to the topics/themes and the content, and assisting in understanding the materials.	3
21	The picture illustrations assist the students' visual literacy	3

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	development.	
22	The picture illustrations are appropriate to students' age and not overly described.	4
23	The picture illustrations are attractive and colorful.	4
24	The picture illustrations sizes are clear to be seen.	3
25	The arrangement of the stories/texts on (separated page/ flip page/ cut-away page/ bubble dialogue/ without texts) support the students' comprehension well.	4
26	The arrangement of the picture illustrations maximizes the interaction between the students and the stories.	3
Mean (\bar{x})		3.63

In Table 24, it is shown that the mean value of the appropriateness of the layout of Unit 2 is 3.63 which is still in the range of $3.25 \leq x \leq 4.00$. Hence, it is also still in the "Very Good" category. Thus, the layout of the developed materials of Unit 2 is appropriate for Grade VII students of SMP/MTs.

2) Revision of Unit 2

The expert gave some suggestions on some points that need to be revised related to the developed materials of Unit 2. The revisions were also mainly in the tasks as the content and the layout. The explanations of the revisions are thoroughly elucidated in Table 25 below.

Table 25: **The Revision of Unit 2**

Parts of the Unit	Points to be Revised	Revisions
Unit Title	The unit title did not reflect the content of the unit.	The unit title was changed using the story title.
Task 3	<ul style="list-style-type: none"> Consider changing the position with the next task in reference with task sequence matters. Revise the question form ('how') and the answer sentences in the task. 	<ul style="list-style-type: none"> Changing the task arrangement with the next task. Revising the question form to 'what is/are' and the answer

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		sentences to correctly match the questions.
Task 4	<ul style="list-style-type: none"> Consider changing the position with the previous task in reference with task sequence matters. 	<ul style="list-style-type: none"> Changing the task arrangement with the previous task.
Task 11	Consider changing the pictures supporting the task.	Changing the pictures supporting the task into more authentic pictures.
Homework	A grammatical mistake on pluralization on the instruction task: ... <i>one of your family member</i>	Revising it into: ... <i>one of your family members</i>
Evaluation	Consider changing of the input story because it was too descriptive.	Changing the input story into a theme-based short story about hobbies which content was less descriptive entitled “ <i>Emma’s and Jerry’s Hobbies</i> ”.
Reflection	Points of items needed to presented clearer.	Points of items were presented clearer.
The Fun Corner	Consider changing on the sub-title because ‘Refreshment’ is known as coffee break and snacks.	Changing the sub-title from ‘Refreshment’ to ‘The Fun Corner’.

c. The Results of the Expert Judgment and Revisions of Unit 3

1) The Results of the Expert Judgment of Unit 3

The results of the expert judgment of the developed materials of Unit 3 were also divided into two aspects comprising the appropriateness of the content and the layout of the developed materials. The result data of those two aspects are elaborated in the following explanations.

a) The Appropriateness of the Content of Unit 3

The appropriateness of the content aspect hold the same first fifteen items of statements as in the expert judgment questionnaires for the two prior units. It also covered three points which were the content itself, language, and the instruction in the developed materials of Unit 3. The detailed result of the expert judgment on the appropriateness of the content of Unit 3 is presented in Table 26.

Table 26: **The Appropriateness of the Content of Unit 3**

No	Items	Scores
1	The developed materials are in line with the English core and basic competencies of the 2013 Curriculum for Grade VII	4
2	The developed materials meet the students' need especially in Reading	4
3	The topics/themes in the materials are relevant with the learning scope of Grade VII students	4
4	The language functions and expressions contained in the materials are appropriate for Grade VII education level	4
5	The sentences structures employed are according to the language ability of Grade VII students	3
6	The stories used are attractive, containing decent moral values and are according to Grade VII students' needs.	4
7	The developed materials help students in English vocabulary mastery	3
8	The language used in the developed materials is in accordance with the principles of proper English.	3
9	The instructions and explanations used in the developed materials are clear and understandable to Grade VII students.	3
10	The developed materials are based on the learning steps of scientific approach of the 2013 Curriculum.	4
11	The developed materials motivate students to learn English.	4
12	The learning activities provided in the developed materials are arranged systematically, successively from the easiest activities to the hardest ones.	4

(continued)

(continued)

13	The learning activities provided in the developed materials are started from the guided activities to the free guided activities.	4
14	The learning activities provided in the developed materials are relevant to the topics/themes employed in the developed materials.	4
15	The learning activities provided in the developed materials cover the group work activities, peer work activities, and individual activities.	4
Mean (x)		3.73

Table 26 reveals that the mean value of the appropriateness of the content of the developed materials of Unit 3 is 3.73 which is still categorized as “Very Good”. The “Very Good” category is for the mean value which is bigger than 3.25 but less than or equal to 4.00 ($3.25 \leq x \leq 4.00$).

b) The Appropriateness of the Layout of Unit 3

Same as the two previous units’ results of the expert judgment questionnaires on the appropriateness of the layout aspect, in Unit 3, the number of items that were evaluated were also eleven items of statements. The detailed result data of the appropriateness of the layout of Unit 3 is shown in the following table.

Table 27: The Appropriateness of the Layout of Unit 3

No	Items	Scores
16	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
17	The placement of the layout elements (the unit title, sub-title, texts, page number, illustrations and captions) are proportional.	4
18	The use of color variations on the printed materials is proportional.	4
19	The use of variations (fonts, bold, italic, underline, capitalization) is appropriate, clearly legible, and not overly used.	4

(continued)

(continued)

20	The picture illustrations in the learning materials are aesthetic, functional, relevant to the topics/themes and the content, and assisting in understanding the materials.	3
21	The picture illustrations assist the students' visual literacy development.	3
22	The picture illustrations are appropriate to students' age and not overly described.	3
23	The picture illustrations are attractive and colorful.	3
24	The picture illustrations sizes are clear to be seen.	3
25	The arrangement of the stories/texts on (separated page/ flip page/ cut-away page/ bubble dialogue/ without texts) support the students' comprehension well.	4
26	The arrangement of the picture illustrations maximizes the interaction between the students and the stories.	3
Mean (x)		3.45

Table 27 considerably shows that the mean value of the appropriateness of the layout of the developed materials of Unit 3 is 3.45. Although the value is lower than the previous ones, it is still considered as “Very Good” because the mean value is still bigger than 3.25 ($3.25 \leq x \leq 4.00$). Thus, the layout of Unit 3 is still considered to be appropriate for Grade VII of SMP/MTs.

2) Revision of Unit 3

There were also revisions on some points in this unit as suggested by the expert. The suggestions were taken into account carefully by the researcher in order to guide her in making the revisions. The revisions revolved around the tasks and the layout of the unit. The following table shows the detailed revisions of the developed materials of Unit 3.

Table 28: **The Revision of Unit 3**

Parts of the Unit	Points to be Revised	Revisions
Unit Title	The unit title did not reflect the content of the unit.	The unit title was changed using the story

(continued)

(continued)

		title.
Task 4	Need constriction in the task itself in order to not make the students feel difficult and complicated in carrying out the task.	Constriction of the task were made. It was narrowed by providing numbers already to the pictures questions so that the students need only matching the pictures to the correct phrases that are provided as answers.
Task 5	Consider changing the times in the story with the real times that match to the background of the story and the real common activities based on the location of it.	Changing the times in the story with the real times that match to the background of the story and the real common activities based on the location of it.
Task 10	The layout background did not seem appealing.	Changing the layout background into more attractive layout.
Evaluation	Consider changing the times in the story with the real times that match to the background of the story and the real common activities based on the location of it.	Changing the times in the story with the real times that match to the background of the story and the real common activities based on the location of it.
Reflection	Points of items needed to presented clearer.	Points of items were presented clearer.
The Fun Corner	Consider changing on the sub-title because 'Refreshment' is known as coffee break and snacks.	Changing the sub-title from 'Refreshment' to 'The Fun Corner'.

B. Discussion

The next section after the research findings is discussion. In this section the research findings were thoroughly associated with the developed materials in order to reach the purpose of the study.

The procedure of this research started from conducting needs analysis, developing the course grid and the learning materials, having a materials evaluation through the expert judgment process, and revising the developed materials. It corresponded to the procedure of research and development proposed by Smaldino, Lowther, and Russel (2012), the ASSURE model, except the *Require learner participation* step due to the time research limitation.

The needs analysis process was included as the first step of the ASSURE model which was *Analyze learners*. In analyzing the learners, a number of designated needs analysis questionnaires were distributed to the students of VII-E and VII-F of SMP Negeri 15 Yogyakarta as the respondents. The results of the needs analysis were later used as one of the foundation to develop the course grid and the learning materials.

The first result findings of the study in the needs analysis was related to the students' needs that include the characteristics of the preference learning materials of Grade VII students of SMP/MTs in terms of reading comprehension. The results of the needs analysis included students' personal identity, goals, lacks, wants, input, preferred themes/topics, materials, procedures, setting, learning media, teachers' and learners' role. It was revealed that the subjects' goal in learning English was to be able to comprehend and use English properly both in spoken and written for daily life. The realization of this result can be seen from the content of the

developed materials. The units' content including the tasks were developed as close as possible to the students' daily life so that they can comprehend and use English in their daily life easily.

As specifically for reading, their goal was to be able to comprehend English texts. The actualization of this result was reflected in the comprehension tasks in Unit 1 and 3 in Task 6 up to Task 8, while in Unit 2 in Task 6 and Task 7. These comprehension tasks were intentionally arranged to encourage students to have a full understanding of the texts. In terms of the scientific learning approach, these comprehension tasks were considered as information gathering stage and associating stage.

Furthermore, in terms of lacks, they mostly felt difficult to follow reading English texts activities because of the numbers of vocabulary that they did not know. Moreover, they found that the English texts for reading were very hard to understand and lacking supporting pictures. Thus, they expected to have reading texts featured with supporting pictures as well to help their understanding. To accommodate the lacks and wants aspects, the developed materials by which follows the scientific learning approach took the Task 1, Task 2, and Task 3 as to cover their current knowledge and the knowledge which was going to be learned in the unit theme. These tasks also corresponded to the comprehension strategies by Duffy (2009) namely predicting and questioning.

From the result findings of the needs analysis process, it was showed that they preferred to have a storybook with various interesting stories. Task 5 contained a theme-based story as the main input in each unit. In terms of the stories themes, they favored daily life and hobbies themes which they thought were closer to them. Therefore, these results were taken seriously by applying these two themes as the main themes of each unit. Further, the materials for the reading texts they chose to have short texts with limited vocabulary. On this matter, it could not be taken for granted as it was due to determining materials could not be relied on the students' choice only but also relied on many other factors like their characteristics, the target needs, and the learning objectives. As for procedures and setting, the respondents liked to have discussion activities more and hence working or doing a task in groups was the most favorite setting. The actualization of this results were seen from Task 11, Task 12, Task 13, and Homework. These tasks provided chances to have discussion with peers. According to the scientific learning approach, these tasks reflects the associating and communicating stage.

The media for learning that they favored so much was through video, but due to the focused skill of the study was reading comprehension, a pictured storybook was chosen as the learning medium instead, albeit its position on the result findings which showed that it was on the second. Meanwhile, for the teachers' role, they expected to have discussion about the tasks given together and chances to do this were also provided through some tasks such as Task 12

and Task 13. As for the learners' role, they mostly wanted to participate actively in the teaching and learning activities. This meant they were eager to learn of which was a very good point to be concerned in the developed materials. Therefore, to accommodate this result, the content and the tasks of each unit involved the active participation of the students.

After conducting a set of needs analysis process from taking data to analyzing the result data, the next step was developing a course grid. This stage was reflected as the next step in the ASSURE model which was *Select materials and media*. The course grid was created by concerning the needs analysis results and the core and basic competencies to achieve as the basis. The course grid consisted of the title of each unit, the themes, the indicators, the input, the language focus, and the activities of learning. In developing the course grid, the learning input were carefully utilized from the existing materials and adapted to meet the unit theme. This step was also known as *Utilize media and materials* in the ASSURE model. After completing the course grid design, the developed materials of English reading learning materials for reading comprehension were created as the first draft.

The developed materials contain three units in which on each consist of at least 13 tasks. Each unit of the materials is divided into several parts that cover the introduction, the main lesson, and the reinforcement. There are various theme-based stories and reading comprehension exercises about the stories as well as other tasks which are planned to achieve the objectives of

the core and basic competencies of Grade VII of SMP/MTs as stated in the 2013 Curriculum. There are two theme-based stories for each unit in the developed materials. Those stories are in the main lesson part and the evaluation part. In the main lesson, the first story is in the Task 5. Following the story is vocabulary learning section such as in Task 6, and reading comprehension exercises such as true and false in Task 7 and multiple choice questions about the story in Task 8 or Task 9. Meanwhile, to reach the basic competencies as determined in the course grid, in each unit there are several tasks which provide these objectives. They cover grammar section as well as language functions section as in Task 3, Task 4, Task 9, and Task 10. There are also other tasks and sections to support their learning such as Task 1 and Task 2 which serve as observing and questioning stages. These tasks are provided to prepare them to the main lesson. Furthermore, Task 11, Task 12, Task 13, and Task 14 encourage them to associate their learning intake to the tasks. In the scientific learning approach these tasks represent the associating and communicating stages.

Regarding the reinforcement part, there are five more different sections included in this part. Those are homework, evaluation, reflection, the fun corner, and vocabulary. Homework sections let them apply the lesson they have got while evaluation sections provide a new theme-based story and several questions to evaluate their learning intake. Further, reflection sections allow them to review and reflect on their learning intake and experiences. The

next is the fun corner sections which provide them an intermezzo activity or a fun fact. And lastly, vocabulary sections serve as enrichment to their vocabulary.

The developed materials were developed into three units with different themes as it correlated with the result findings of the needs analysis. Those are daily life and hobbies. The themes in specific are grocery shopping, hobbies, and daily routines. Each unit was also supported by supporting materials such as pictures.

After the materials were developed, the three units of them were considered as the first draft materials. The next step following it was materials evaluation. The developed materials were evaluated and validated by an expert. This step was also known as expert judgment evaluation. The expert was administered by a set of expert judgment questionnaire which was previously arranged by the researcher. The expert judgment questionnaire covered the appropriateness of the content and also the layout. The content appropriateness entailed the content itself, the language, and instruction appropriateness while the layout appropriateness comprises the presentation and the layout itself.

Based on the results of the expert judgment, the total mean value of all units for the appropriateness of the content was 3.73 which was in the range of $3.25 \leq x \leq 4.00$. It was belong to the category of “Very Good”. On the other

hand, the total mean value for the appropriateness of the layout of all three units was 3.54 which also included to the “Very Good” category because it was in the range of $3.25 \leq x \leq 4.00$. However, there were still several parts of the developed materials that were needed to be revised. The revisions generally suggested by the expert in terms of the layout such as supporting pictures, the language used in instructions of the tasks that should be corrected due to some grammatical mistakes and word choice. Besides, the expert also suggested regarding the content of the tasks and the availability of preface and table of contents. There were two tasks of which arrangement was considered inverted. The task sequence of these tasks was overturning each other. Thus, in the revised developed materials, the arrangement of these tasks was corrected, and a preface and table of contents were also adhered to the final developed materials. Furthermore, the expert also recommended changing the input story of evaluation part in Unit 2. The detailed explanations of the revisions that had been made for the developed materials were available in Table 22, Table 25, and Table 28.

After revising the first draft materials, the developed materials were considered as the final draft. The final draft of the developed materials is available in the Appendices.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this chapter, there are conclusions as well as suggestions. The conclusions are meant to answer the research questions which had been formulated in the first chapter of the research. The first conclusion is to answer the first research question which is related to the needs of Grade VII students of SMP/MTs for the reading skill especially focusing on the reading comprehension in learning English. Meanwhile, the second conclusion is to answer about the appropriate theme-based storybook for reading comprehension of the “When English Rings A Bell” textbook for Grade VII students of SMP/MTs.

a) Students’ Needs

The first question in this research was the needs of the students of Grade VII of SMP/MTs regarding reading. To find out their needs, the researcher conducted the needs analysis. The results of the needs analysis consisted of students’ personal identity, goals, lacks, wants, input, preferred themes/topics, materials, procedures, setting, learning media, teachers’ and learners’ role.

In terms of students’ personal identity, the results show that from the two classes of students as respondents, there are more female students than

male students. It influences the setting of team works/group discussions in the classroom learning activities. Meanwhile, related to the goals, the students' goal in learning English was to be able to comprehend and use English properly both in spoken and written for daily life. In terms of reading, their goal was to be able to comprehend English texts correctly because they thought the reading skill in English was highly important.

Moreover, in reference with lacks, the students found it most difficult in understanding English texts due to their lacks of vocabulary mastery. In terms of wants, most students expected to have English reading texts with pictures as their supports. They believed pictures would help a lot for them to comprehend the texts. As for the input, they had a great desire in storybooks with various interesting stories. Related to the themes or topics of the story, the students preferred daily life theme and hobbies theme. These themes were indeed the closest to their nature.

In terms of materials, the students expected that the storybook contained limited vocabulary and short grammatical sentences. In terms of learning activities which were covered in procedures, the students preferred to have group discussions while learning. This result was related to the setting of learning they favored. In carrying out a lesson, they liked to do it in groups. Thus, they preferred discussion activities in learning.

The learning media that they wanted was videos. However, because the research was focused on the reading comprehension skill, it was more suitable that the learning medium was not in the video format but rather a storybook with supporting pictures. Further, in terms of teachers' role, the students expected teachers to frequently discuss the tasks given together. By doing this, they could have a clear understanding on the materials and find out the correct answer easily. Meanwhile, as the learners of learning English, the learners' role they believed would help them in learning English better was actively participating in the teaching and learning activities.

b) The Appropriate Theme-Based Storybook for Reading Comprehension of the “When English Rings A Bell” Textbook for Grade VII Students of SMP/MTs

According to the results of the expert judgment as the materials evaluation, the developed English reading learning materials are considered appropriate.

This theme-based storybook for reading comprehension for Grade VII students of SMP/MTs plays as a supplementary or an additional book for enriching the students' reading comprehension ability. Therefore, the themes used in the book are very specific and limited. Although it is a supplementary or an additional book, it follows the scientific learning approach of the 2013 Curriculum. The tasks that the book provided are arranged to such an extent as how the scientific learning approach is supposed to be. It covers the observing

stage, the questioning stage, the information gathering stage, the associating stage, and the communicating stage.

As stated before, the themes used in this storybook are very specific which are related to hobbies and daily life. These two themes are chosen based on the students' preference as included in the results of the needs analysis. These themes are used to accommodate the students' wants. Besides, these themes have purposes to make the materials meet the students' interest and the students' needs so that they are meaningful as well as useful for them.

The first part of each unit is unit title and objectives. The unit title uses the story title of the input in the unit. It also reflects the theme or topic of the unit. It is followed by the unit objectives which tell the students what competencies that they will learn in the unit. Each unit of the developed materials employs a particular unit design which consists of Introduction, Main Lesson and Reinforcement. The introduction stage starts with the Warm Up activities which reflect the observing and questioning stages of the 2013 Curriculum. The observing stage contains pictures related to the theme or topic unit and the questioning stage often contains activities that foster their curiosity to ask by mostly helping them to form questions correctly. These activities also reflect the competencies as stated in the learning objectives of the unit.

Further, after the Introduction stage, there is the Main Lesson stage. The Main Lesson consists of approximately ten to eleven tasks which reveal the

information gathering, associating and communicating stages of the 2013 Curriculum. The input story which is supported by pictures is presented during the Main Lesson. Then, it is followed by several tasks which help them to comprehend the story. The language function and the grammar section are also included in the Main Lesson. The tasks provided in the Main Lesson are purposely made to stimulate their reading comprehension skill and foster them in achieving and developing the competencies stated in the objectives.

The next stage is Reinforcement. This stage is represented by Homework, Evaluation, Reflection, The Fun Corner, and Vocabulary. The Homework is the task that has a purpose to reinforce the students' learning intake of the unit and apply it as needed correctly. Meanwhile, the Evaluation intends to evaluate and assess the students' achievement on how much learning intake the students' acquire by answering a set of questions that cover all the competencies in the objectives. The Reflection is aimed at letting the students to measure how many learning intake and achievement they achieve from the unit. Next, The Fun Corner plays as the name indicates. It is an activity or a fun fact at the ending of the lesson in each unit which contains entertaining activities that make students feel refreshed and at ease. The last thing of the Reinforcement stage as well as the last ending of each unit of the developed materials is called Vocabulary. It consists of a list of vocabulary that are used in the unit along with its pronunciation and meaning in *Bahasa*.

B. Suggestions

The final product of this research is “Reading through Stories”: A Theme-based Storybook for Reading Comprehension for Grade VII of SMP/Mts. It is a supplementary or an additional book to the “When English Rings A Bell” textbook from the government based on the 2013 Curriculum. However, due to the researcher’s limitations, further studies in the future are necessary to be conducted. Therefore, the researcher proposes some suggestions to the following parties.

a) To English Teachers

The 2013 Curriculum is quite different from the 2006 Curriculum. It uses the scientific learning approach which covers five stages during the learning process. Those are the observing stage, the questioning stage, the information gathering stage, the associating stage, and the communicating stage. These stages could be tricky and complicated in relation to language learning. However, the textbooks provided by the government which is claimed following the scientific learning approach is proven lacks of materials in some skill such in this case is in reading. Therefore, it is suggested to the English teacher to develop the textbook with his or her materials for the students that are based on the scientific learning approach as well especially for the language skills that are considered having less coverage. The teacher can set the materials he or she develops to meet the students’ needs and

interests by conducting a needs analysis first. Then, besides the needs analysis, the core and basic competencies in the 2013 Curriculum which are measured have not been achieved by the students can also be the basis to develop the materials.

b) To Students of the English Education Department

As surely recognized, the students of the English Education Department are expected to become English teachers in the future regardless the level of the education they teach. As English teachers, they are suggested to really look at what their students need as well as the competencies being achieved in developing their supplementary materials. It is very important in order to make the developed materials meet the students' needs and the competencies being achieved.

As for the students of the English Education Department who are planning to take similar topic like developing a theme-based storybook for reading comprehension, they are advised to be more resourceful, knowledgeable, creative and also innovative in providing and arranging the learning tasks that support their learning objectives.

c) To Other Materials Developers

As stated in the Chapter III, this research adapted the ASSURE model by Smaldino, Lowther, and Russel (2012) which consists of *Analyze learners*, *State objectives*, *Select media and materials*, *Utilize media and materials*,

Require learner participation, and *Evaluate and revise*. However, due to the time constraints in conducting this research, the *Require learner participation* stage is omitted. It would have been more reliable and valid to conduct this stage rather than skipping it. Thus, for other materials developers who use the same research model as this research, it is better to conduct the *Require learner participation* stage thoroughly because the developed materials are necessary to be applied first to see whether they are appropriate or not for the learners.

Moreover, it is advised to the materials developers to concern the foundation of developing or designing materials such as the curriculum used, the students' needs, and others. Therefore, the developed materials should be appropriate and compatible to the students. Besides the contents of the developed materials, the materials developers should take the layout aspect in consideration. The layout especially the supporting pictures should be considerate, interesting, attractive, motivated, and relevant to the themes or topics employed in the units. It will help the students in comprehending and learning the materials provided.

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APPENDICES

Appendix A

The Needs Analysis Questionnaire



JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA
Alamat: Karangmalang, Depok, Sleman, Yogyakarta,
55281

Kepada Yth. Siswa-siswi Kelas VII-E & VII-F
SMP Negeri 15 Yogyakarta
Di tempat

Saya adalah Nana Meilida Astari, mahasiswa program sarjana Jurusan Pendidikan Bahasa Inggris UNY yang sedang mengadakan penelitian untuk mengembangkan bahan ajar guna menyelesaikan tugas akhir skripsi. Penelitian saya adalah tentang pengembangan materi membaca (*reading*) menggunakan buku cerita berbasis tema dari buku pegangan bahasa Inggris “*When English Rings A Bell*” untuk Kelas VII SMP/MTs.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan waktu untuk mengisi angket ini sesuai dengan kenyataan sebenarnya. Jawaban yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya ucapkan terimakasih.

Peneliti,

Nana Meilida Astari
NIM. 11202244042

**ANGKET ANALISA KEBUTUHAN BELAJAR SISWA
DALAM HAL MEMBACA (*READING*)**

A. Data Responden.

Isilah data di bawah ini sesuai dengan identitas adik-adik.

Nama : _____

Umur : _____ tahun.

Jenis Kelamin (coret salah satu) : Laki-laki/Perempuan

B. Kebutuhan Belajar Siswa.

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri Adik-adik. Berilah tanda silang (**X**) pada setiap pilihan jawaban yang sesuai dengan kenyataan Adik-adik dalam belajar bahasa Inggris. Adik-adik dapat memilih lebih dari satu pilihan jawaban.

1. Tujuan saya belajar bahasa Inggris di sekolah adalah ...
 - a. Agar dapat mengerjakan soal-soal saat ujian
 - b. Agar dapat memahami dan menggunakan bahasa Inggris dengan baik dan benar, secara lisan dan tertulis dalam kehidupan sehari-hari
 - c. Karena termasuk dalam salah satu mata pelajaran yang wajib dipelajari di sekolah
 - d. Untuk mempersiapkan diri untuk jenjang pendidikan yang lebih tinggi
 - e. Lain-lain, sebutkan _____
2. Tujuan saya belajar membaca (*reading*) adalah ...
 - a. Agar dapat memahami teks bacaan bahasa Inggris dengan benar
 - b. Agar dapat menjawab pertanyaan dalam teks bacaan bahasa Inggris dengan benar
 - c. Untuk menambah perbendaharaan kata/kosakata bahasa Inggris yang dimiliki

- d. Agar terbiasa dengan teks bacaan bahasa Inggris
 - e. Lain-lain, sebutkan _____
3. Menurut saya, kemampuan membaca (*reading*) adalah ...
- a. Sangat penting
 - b. Penting
 - c. Kurang penting
 - d. Tidak penting
 - e. Lain-lain, sebutkan _____
4. Selama ini, kesulitan yang sering saya alami dalam membaca (*reading*) teks bahasa Inggris adalah ...
- a. Tidak tahu sebagian besar arti kata dalam teks bacaan bahasa Inggris
 - b. Tidak tahu struktur kalimat (*grammar*) dalam bahasa Inggris
 - c. Sulit memahami teks bacaan bahasa Inggris meskipun kata-kata yang tidak diketahui sedikit
 - d. Malas membaca dan membuka kamus untuk mencari arti dalam bacaan
 - e. Lain-lain, sebutkan _____
5. Selama ini, teks bacaan bahasa Inggris yang digunakan untuk membaca (*reading*) dikelas menurut saya ...
- a. Sulit dipahami, terlalu banyak teks bacaan, membosankan, dan tidak menarik
 - b. Jumlahnya cukup tetapi membosankan dan kurang menarik
 - c. Teks bacaan sudah variatif dan menarik tetapi sulit dipahami
 - d. Teks bacaan bahasa Inggris terlalu mudah sehingga tidak membuat saya lebih meningkat, jumlahnya terlalu sedikit dan tidak variatif
 - e. Lain-lain, sebutkan _____
6. Dalam pelajaran bahasa Inggris khususnya membaca (*reading*) saya lebih menyukai teks bacaan dalam bentuk...
- a. Teks dialog dan monolog
 - b. Cerita pendek
 - c. Gambar
 - d. Berita/artikel koran
 - e. Lain-lain, sebutkan _____
7. Jika saya belajar membaca (*reading*) menggunakan buku cerita (*storybook*) saya ingin buku yang ...
- a. Bergambar
 - b. Berwarna
 - c. Ceritanya menarik
 - d. Tidak bergambar dan berwarna
 - e. Lain-lain, sebutkan _____

8. Menurut saya, materi bacaan untuk membaca (*reading*) dalam buku pegangan bahasa Inggris di sekolah ...
- Sangat perlu ditambah cerita-cerita pendek untuk menunjang kemampuan membaca
 - Perlu ditambah cerita-cerita pendek untuk menunjang kemampuan membaca
 - Tidak diperlukan cerita-cerita pendek tambahan untuk menunjang kemampuan membaca
 - Sangat tidak diperlukan cerita-cerita pendek tambahan untuk menunjang kemampuan membaca
 - Lain-lain, sebutkan _____
9. Topik yang saya sukai dalam pembelajaran bahasa Inggris khususnya membaca (*reading*) adalah ...
- Topik yang berhubungan dengan kehidupan sehari-hari
 - Topik yang berhubungan dengan pendidikan dan sekolah
 - Topik yang berhubungan dengan kesukaan atau hobi
 - Topik yang berhubungan dengan kebudayaan Indonesia
 - Lain-lain, sebutkan _____
10. Buku cerita tambahan untuk materi membaca (*reading*) akan lebih efektif dan menarik jika ...
- Kosakata bahasa Inggrisnya sedikit dan tata kalimatnya pendek
 - Kosakata bahasa Inggrisnya banyak tetapi tata kalimatnya panjang
 - Tata kalimatnya pendek dan kosakata bahasa Inggrisnya melimpah
 - Tata kalimatnya panjang dan kosa kata bahasa Inggrisnya sedikit
 - Lain-lain, sebutkan _____
11. Saya ingin kegiatan pembelajaran bahasa Inggris di kelas khususnya membaca (*reading*) dilakukan dengan ...
- Membaca keras bersama-sama dipimpin oleh guru
 - Membaca secara individual dan menjawab pertanyaan
 - Membaca dan membahas teks bacaan bersama-sama
 - Membaca dan melengkapi kalimat/paragraf yang kosong bersama-sama
 - Lain-lain, sebutkan _____
12. Dalam pembelajaran bahasa Inggris di kelas saya lebih menyukai kegiatan yang dilakukan ...

- a. Secara bersama-sama
 - b. Secara berkelompok
 - c. Secara individual/sendiri
 - d. Dipimpin oleh guru secara terus menerus
 - e. Lain-lain, sebutkan _____
13. Media dalam pembelajaran bahasa Inggris khususnya dalam hal membaca (*reading*) yang digunakan sebaiknya ...
- a. Buku cerita bergambar
 - b. Buku cerita teks saja
 - c. Video
 - d. CD pembelajaran
 - e. Lain-lain, sebutkan _____
14. Selama proses pembelajaran bahasa Inggris di kelas, guru sebaiknya ...
- a. Berkeliling kelas sambil menjelaskan materi
 - b. Berdiri atau duduk di depan kelas saja sambil menjelaskan materi
 - a. Memberikan tugas dan menyuruh siswa mengerjakannya sendiri
 - b. Membahas tugas atau soal-soal yang diberikan setelah dikerjakan oleh siswa
 - c. Lain-lain, sebutkan _____
15. Selama proses pembelajaran bahasa Inggris di kelas, siswa sebaiknya ...
- a. Berpartisipasi aktif dalam kegiatan pembelajaran
 - b. Melaksanakan instruksi dan perintah guru
 - c. Mendengarkan materi yang disampaikan oleh guru saja
 - d. Acuh tak acuh terhadap guru yang berada di kelas
 - e. Lain-lain, sebutkan _____

Appendix B

The Needs Analysis Data

The Results of the Needs Analysis Questionnaire

Learners' Identity						
Male : 29						
Female : 37						
Age Range : 11 – 15 years old						
Aspects	No	Questions	Items to Answer	<i>n</i>	<i>f</i>	%
Goals	1	The students' goal in learning English is ...	a. to be able to pass the national examination	66	22	33.33%
			b. to be able to comprehend and use English properly both in spoken and written for daily life	66	57	86.36%
			c. because it is a compulsory subject	66	14	21.21%
			d. to prepare for higher education	66	30	45.45%
			e. others... <ul style="list-style-type: none"> ● to be able to communicate with foreigners ● to be more interested in English ● to be able to speak in English correctly and meet foreign idols 	66	3 1 1 1	4.54%
	2	The students' goal in reading is ...	a. to be able to comprehend English texts correctly	66	50	75.75%
			b. to be able to answer questions in texts correctly	66	33	50%
			c. to increase vocabulary	66	26	39.39%
			d. to be accustomed to English texts	66	28	42.42%
			e. others... <ul style="list-style-type: none"> ● to be able to know more 	66	2 1	3.03%

(continued)

(continued)

			meanings of English words ● to be able to understand, write, and read English correctly		1	
	3	Based on the students' opinion, the reading skill in English is ...	a. highly important	66	47	71.21%
			b. quite important	66	24	36.36%
			c. less important	66	0	0%
			d. not important	66	0	0%
			e. others... (fairly important)	66	2	3.03%
Lacks	4	So far, the biggest difficulty in reading English texts is ...	a. not knowing the most of vocabulary in the texts	66	40	60.60%
			b. not knowing the English grammar	66	23	34.84%
			c. hard in understanding English texts although there are only a few of unknown vocabulary	66	22	33.33%
			d. being too lazy to read and open a dictionary to find the word meanings in texts	66	11	16.67%
			e. others... ● not knowing the least of words meaning in English ● no difficulties ● not recognizing V1 – V3 well	66	4 1 2 1	6.06%
	5	Up until now, English reading	a. too many in numbers, very difficult, boring, and not interesting	66	15	22.72%

(continued)

(continued)

		texts in the teaching and learning activity are...	b. sufficient in numbers although it is boring and less-interesting	66	12	18.18%
			c. various with the proper amount in numbers but hard to be comprehended by students	66	37	56.06%
			d. so tranquil that make no significant progress, lack in numbers and not various	66	3	4.54%
			e. others... • understandable but a little less informative/confusing • already various, interesting, and understandable • appealing • indifference • sufficient in numbers but not understandable	66	10 2 4 1 2 1	15.15%
Wants	6	The students prefer to have this type of text in their English class especially related to reading ...	a. dialogue and/or monologue texts	66	30	45.45%
			b. short stories	66	28	42.42%
			c. pictures	66	37	56.06%
			d. news and/or articles	66	9	13.63%
			e. others... (motivation words)	66	1	1.51%
Input	7	The students prefer to use this	a. pictured storybooks	66	41	62.12%
			b. colored storybooks	66	30	45.45%
			c. storybooks with interesting stories	66	46	69.69%

(continued)

(continued)

		kind of storybook while reading ...	d. not pictured nor colored storybooks	66	5	7.57%
			e. others... <ul style="list-style-type: none"> • useful in life storybooks • biographies • no-coloring pictured storybooks • bilingual storybooks • funny storybooks • inexpensive storybooks • not boring storybooks • non-pictured storybooks 	66	11 1 1 2 1 2 2 1 1	16.67%
	8	According to the students, reading materials in the current textbook are ...	a. verily needed to be increased	66	29	43.93%
			b. needed to be increased	66	46	69.69%
			c. not needed to be increased	66	1	1.51%
			d. really not needed to be increased	66	0	0%
			e. others... (needed to be increased in terms of dialogues in reading)	66	1	1.51%
Themes or Topics	9	The students' preference for the themes/ topics for reading is ...	a. daily life	66	31	46.96%
			b. school and education life	66	9	13.63%
			c. hobbies	66	51	77.27%
			d. Indonesian cultures	66	18	27.27%
			e. others... <ul style="list-style-type: none"> • the world's histories • diversity • soccer 	66	3 1 1 1	4.54%
Materials	10	An additional storybook for	a. a limited vocabulary and short grammatical sentences	66	34	51.51%

(continued)

(continued)

		reading is more effective and interesting with ...	b. a wide vocabulary and long grammatical sentences	66	10	15.15%
			c. a wide vocabulary and short grammatical sentences	66	25	37.87%
			d. a limited vocabulary and long grammatical sentences	66	13	19.69%
			e. others... • understandable short grammatical sentences • pictures	66	2 1 1	3.03%
Procedures	11	The students' preference for the learning activities for reading are ...	a. reading aloud in chorus led by the teacher	66	14	21.21%
			b. silent reading and answering questions individually	66	21	31.81%
			c. reading texts and making discussion groups	66	41	62.12%
			d. reading texts and filling in the blank sentences and/or paragraphs	66	30	45.45%
			e. others... (filling in the blank sentences and/or paragraphs individually)	66	1	1.51%
Setting	12	In carrying out a lesson, the students prefer to do the tasks ...	a. in pairs	66	39	59.09%
			b. in groups	66	51	77.27%
			c. individually	66	14	21.21%
			d. continuously dictated by the teacher	66	8	12.12%
			e. others... (individually guided by the teacher)	66	1	1.51%

(continued)

(continued)

Learning Media	13	The students prefer to learn English the reading skill through ...	a. pictured-storybooks	66	39	59.09%
			b. texts	66	17	25.75%
			c. videos	66	47	71.21%
			d. learning CDs	66	25	37.87%
			e. others... • games • movies • dictionaries	66	5 3 1 1	7.57%
Teachers' Role	14	During the teaching and learning process in classroom, the preferred role of the teacher is ...	a. moving around the classroom while delivering the lesson	66	36	54.54%
			b. only standing or sitting in front of the class while delivering the lesson	66	19	28.78%
			c. giving a task and asking the students to do it individually	66	6	9.09%
			d. discussing the task given together	66	43	65.15%
			e. others...	66	0	0%
Learners' Role	15	During the teaching and learning process in classroom, the preferred role of the students is ...	a. actively participating in the teaching and learning activity	66	58	87.87%
			b. doing the teacher's instructions and command	66	39	59.09%
			c. only listening to the teacher	66	22	33.33%
			d. paying no attention to the teacher	66	1	1.51%
			e. others... (being polite)	66	1	1.51%

Appendix C

Course Grid

COURSE GRID

Subject : English

Grade/Semester : VII/I

Unit : 1

Core Competencies :

1. Appreciate and comprehend their religion faith.
2. Appreciate and comprehend honesty, discipline, responsibility, care (tolerance, mutual cooperation), politeness, confidence when having interaction effectively with the social and nature environment in the scope of their social intercourse and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.
4. Process, present, and reason in concrete domain (use, analyze, construct, modify, and create) and abstract domain (write, read, calculate, draw, compose) agreed with what is learned in the school and other sources which have similar perspectives/theories.

Basic Competencies :

- 1.1. Be grateful to God for the opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.

2.3. Show responsibility, care, cooperation, and peace loving behavior in performing functional communication.

3.6. Comprehending social function, text structure, and language elements of label and list texts according to its contextual usage.

4.7. Making a written text of label and list by concerning its social function, text structure, and language elements correctly and contextually.

Title of the Unit	Theme	Indicators	Input	Language Focus	Activities
Unit 1: Ted and Nina Go to the Grocery Store	Daily life	Students are able to: <ul style="list-style-type: none"> understand the right measurement of things comprehend a shopping list comprehend the input story label things with the right unit of measurement comprehend the grammar point 	<ul style="list-style-type: none"> Stories about grocery shopping with illustrative pictures Shopping lists Pictures List of vocabulary 	<ul style="list-style-type: none"> Grammar: Impersonal 'there' Example: <i>There is a slice of cheese in the grocery store.</i> Vocabulary: Relating to grocery shopping of different kinds of foods, fruits, vegetables, and drinks, etc. Language function: 	<ul style="list-style-type: none"> Observing and Questioning <ul style="list-style-type: none"> Students observe some pictures and answer the following questions. Students answer briefly about the topic learnt. Students complete the missing phrases in the given questions. Information Gathering <ul style="list-style-type: none"> Students match sentences with the right pictures.

		<ul style="list-style-type: none"> ▪ make a shopping list 		<p>Using the right unit of measurement for foods and so on:</p> <p><i>A bar of chocolate.</i></p> <p><i>A carton of eggs.</i></p> <p>Asking availability of something:</p> <p><i>Are there bottles of milk in the grocery store?</i></p> <p>Telling availability of something:</p> <p><i>There are bottles of milk in the grocery store.</i></p>	<ul style="list-style-type: none"> - Students read and learn vocabulary of the input story. - Students do comprehension tasks about the input story. - Students study the explanation of a shopping list and the right unit measurement of foods, etc. - Students learn the grammar point of the unit. <p>▪ Associating and Communicating</p> <ul style="list-style-type: none"> - Students apply the information by completing the phrases of things based on the pictures. - Students complete sentences with the correct form of impersonal 'there'.
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					<ul style="list-style-type: none">- Students in groups create a shopping list.- Students share their work and discuss them together with the class. <ul style="list-style-type: none">▪ Homework<ul style="list-style-type: none">- Students make their own shopping list in a given situation.▪ Evaluation▪ Reflection▪ The Fun Corner A word-search box▪ Vocabulary
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COURSE GRID

Subject : English

Grade/Semester : VII/I

Unit : 2

Core Competencies :

1. Appreciate and comprehend their religion faith.
2. Appreciate and comprehend honesty, discipline, responsibility, care (tolerance, mutual cooperation), politeness, confidence when having interaction effectively with the social and nature environment in the scope of their social intercourse and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.
4. Process, present, and reason in concrete domain (use, analyze, construct, modify, and create) and abstract domain (write, read, calculate, draw, compose) agreed with what is learned in the school and other sources which have similar perspectives/theories.

Basic Competencies :

- 1.1. Being grateful to God for the opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.

2.3. Showing responsibility, care, cooperation, and peace loving behavior in performing functional communication.

3.7. Comprehending social function, text structure, and language elements of the expression of telling and asking adjectives of people, animal, and things according to its contextual usage.

4.8. Making both simple oral and written texts to tell and ask about adjectives of people, animal, and things by concerning its social function, text structure, and language elements correctly and contextually.

Title of the Unit	Theme	Indicators	Input	Language Focus	Activities
Unit 2: Ryan, the Cheerful Boy	Hobbies	Students are able to: <ul style="list-style-type: none">▪ understand the adjectives of nouns▪ comprehend the expressions of asking people's appearance and personality▪ comprehend the expressions of telling people's appearance and personality	<ul style="list-style-type: none">▪ Stories contain hobbies with illustrative pictures▪ Pictures▪ List of vocabulary	<ul style="list-style-type: none">▪ Grammar: What and How questions in describing people's characteristics Example: <i>What does she look like?</i> <i>What is he like?</i>▪ Vocabulary: Relating to adjectives to describe people's characteristics.	<ul style="list-style-type: none">▪ Observing and Questioning<ul style="list-style-type: none">- Students observe some pictures and answer the following questions.- Students complete the missing phrases in the given questions.▪ Information Gathering<ul style="list-style-type: none">- Students match sentences with the right pictures.- Students complete the missing phrase based on the pictures.

		<ul style="list-style-type: none"> describe people's appearance and personality using proper adjectives 		<ul style="list-style-type: none"> Language function: <p>Asking people's characteristics:</p> <p><i>What does she look like?</i></p> <p><i>What do they look like?</i></p> <p><i>What is he like?</i></p> <p>Telling people's characteristics:</p> <p><i>She is tall.</i></p> <p><i>They are very generous.</i></p> <p><i>He has short hair.</i></p>	<ul style="list-style-type: none"> Students read and learn vocabulary of the input story. Students do comprehension tasks about the input story. Students study the explanation of adjectives. Students learn the grammar point of the unit. <p>Associating and Communicating</p> <ul style="list-style-type: none"> Students apply the information by completing sentences with the correct adjectives. Students in groups describe people's appearance of the given pictures. Students share their work and discuss them together with the class.
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					<ul style="list-style-type: none">▪ Homework<ul style="list-style-type: none">- Students describe the appearance and personality of one member in their family using their own picture of him/her.▪ Evaluation▪ Reflection▪ The Fun Corner A fun fact▪ Vocabulary
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COURSE GRID

Subject : English

Grade/Semester : VII/I

Unit : 3

Core Competencies :

1. Appreciate and comprehend their religion faith.
2. Appreciate and comprehend honesty, discipline, responsibility, care (tolerance, mutual cooperation), politeness, confidence when having interaction effectively with the social and nature environment in the scope of their social intercourse and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.
4. Process, present, and reason in concrete domain (use, analyze, construct, modify, and create) and abstract domain (write, read, calculate, draw, compose) agreed with what is learned in the school and other sources which have similar perspectives/theories.

Basic Competencies :

- 1.1. Being grateful to God for the opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.

2.3. Showing responsibility, care, cooperation, and peace loving behavior in performing functional communication.

3.8. Comprehending social function, text structure, and language elements of the expression of telling and asking about the attitudes/behaviors/functions of people, animal, and things according to its contextual usage.

4.9. Making both simple oral and written texts to tell and ask about the attitudes/behaviors/functions of people, animal, and things by concerning its social function, text structure, and language elements correctly and contextually.

Title of the Unit	Theme	Indicators	Input	Language Focus	Activities
Unit 3: Ben's Daily Routines	Daily life	Students are able to: <ul style="list-style-type: none">▪ understand daily routines▪ comprehend the expressions of asking about daily routines▪ comprehend the expressions of telling about daily routines▪ comprehend simple present tense	<ul style="list-style-type: none">▪ Stories contain daily routines with illustrative pictures▪ Pictures▪ List of vocabulary	<ul style="list-style-type: none">▪ Grammar: Simple Present Tense S + V + O/C/A Example: <i>I have breakfast every morning</i>▪ Vocabulary: Relating to daily routines.▪ Language function:	<ul style="list-style-type: none">▪ Observing and Questioning<ul style="list-style-type: none">- Students observe some pictures and choose the correct answer for the following questions.- Students tick items they want to know further.- Students arrange the jumbled words into good sentences.▪ Information Gathering<ul style="list-style-type: none">- Students match pictures with the right phrases

		<ul style="list-style-type: none"> ▪ express their daily routines 		<p>Asking about daily routines:</p> <p><i>What does she do every Sunday?</i></p> <p><i>What do you do in the afternoons?</i></p> <p>Telling about daily routines:</p> <p><i>She plays with her friends at the park.</i></p> <p><i>I always do my homework.</i></p> <p><i>I watch TV after dinner.</i></p>	<ul style="list-style-type: none"> - Students read and learn vocabulary of the input story. - Students do comprehension tasks about the input story. - Students study the explanation of daily routines. - Students learn the grammar point of the unit. <ul style="list-style-type: none"> ▪ Associating and Communicating <ul style="list-style-type: none"> - Students apply the information by completing sentences with the correct form of verbs for simple present tense. - Students in pairs arrange some jumbled pictures to complete a daily routine passage given.
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					<ul style="list-style-type: none"> - Students share their work and discuss them together with the class. ▪ Homework <ul style="list-style-type: none"> - Students make simple present tense sentences based on the given phrases of daily routines. ▪ Evaluation ▪ Reflection ▪ The Fun Corner A crossword ▪ Vocabulary
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Appendix D

The First Draft Materials



A Theme-based Storybook for Reading Comprehension

For Grade VII of SMP/MTs



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English Education Study Program
Yogyakarta State University | 2016

UNIT 1

Don't forget the shopping list.



In this chapter, you will learn:

- Listing and how to make it for grocery shopping.
- Labeling common foods in a grocery store.
- The right unit of measurement for different kinds of foods, fruits, vegetables, and drinks.
- Impersonal 'there'.



WARM UP

TASK 1

Look at the pictures carefully and answer the following questions correctly.



Taken from: <http://www.cliparthut.com/grocery-store-building-clipart.html>

Do you know what store is the picture above? _____

Which one do you think you can find in the grocery store?
Choose one of the following pictures by crossing (X) the letter.



A

Taken from:
<http://www.wordsworthreading.co.uk/blog/?p=802>



B

Taken from:
<http://www.clipart-box.com/cliparts/MAIAUAfo1bcWI55f/>



C

Taken from:
<http://www.salvationarmyflorida.org/tallahassee/social-services/test-page/>



D

Taken from:
<http://graphicleftovers.com/graphic/Pet-Store-Visit1/>

Do you want to go to the grocery store? _____

TASK 2

Do you want to know further? Let's answer the following questions briefly.

1) What do people usually make before going grocery shopping?

2) Do you know a shopping list?

3) Why do you need a shopping list?

TASK 3

Let's Ask Questions.

Form your questions using items in the box.



a bunch of vegetables



bottles of milk



three cats



books



baskets of fruits



a cup of yogurt

Example:

1. Is there a bunch of vegetables in the grocery store?

Cont.

2. Are there _____ in the grocery store?

3. Are there _____ in the grocery store?

4. Is there _____ in the grocery store?

5. Are there _____ in the grocery store?

6. Are there _____ in the grocery store?



MAIN LESSON

TASK 4

Let's Match the Sentences.

Match each sentence with the correct picture in the box.

There is an eggplant in the grocery store.

There is a slice of cheese in the grocery store.

There is a head of lettuce in the grocery store.

There are eggs in the grocery store.

There is a cup of yogurt in the grocery store.

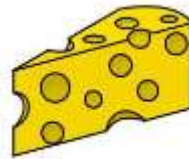
There is a hand of bananas in the grocery

There is a carton of milk in the grocery store.

There is a carton of mango juice in the grocery store.

There is a bag of flour in the grocery store.

There is a bundle of carrots in the grocery store.



TASK 5

Let's Read a Story, Everyone.

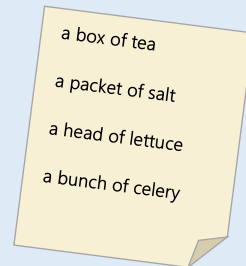
Read the story of Ted and Nina below carefully.

Ted and Nina Go to the Grocery Store



Every Sunday morning, Mother asks Ted and Nina to do grocery shopping. They must buy groceries that are run out of stocks in their house. Mother gives a list of things that Ted and Nina must buy. They are a box of tea, a packet of salt, a head of lettuce, and a bunch of celery. Nina brings a basket with a red stripe and Ted brings a small purse.

Ted and Nina go down the street and cross the T-junctions to the Mr. Jones's grocery store. Outside the store there are baskets of fruits. They go into the store and meet Mr. Jones. He greets them and asks if they need any help.



Ted gives Mr. Jones the list of groceries. Mr. Jones helps Ted and Nina get all the groceries. Ted and Nina look at the vegetables counter that is in the center of the store. There are some people around the counter. They are choosing bunches of vegetables that they will buy. There are heads of broccoli, lettuce, cabbage, bunches of spinach, potatoes, eggplants, and so on. There are also cans of sweetcorn and peas.

Beside the vegetables counter, there is a fish counter. There are rows of fish, a big crab, and two fierce lobsters. In front of the fish counter, Nina sees some big pieces of cheese on the table. Those are cheeses of different kinds. There are American cheese, Swiss cheese, Holland cheese, and Cream cheese.



After looking around the store, Ted and Nina go to Mr. Jones. He gives a basket full of groceries that Ted and Nina need. They thank Mr.

Jones and pay him for the groceries. Mr. Jones said good bye to them.
Finally, Ted and Nina go home with a basket of groceries in their hands.



Adapted from: <http://www.deangeli.lapeer.org/Ted-Nina/Grocery/grocery3.html>

TASK 6

Let's Learn Vocabulary.

Learn and read the list of vocabulary below.

Vocabulary	Pronunciation	Meaning
grocery	/ˈgrəʊ.sər.i/	bahan makanan
purse	/pɜːrs/	dompet
basket	/ˈbɑːskɪt/	keranjang
row	/roʊs/	jajaran
fierce	/fɪrs/	ganas
can	/kæn/	kaleng
cabbage	/ˈkæb.ɪdʒ/	kubis
lettuce	/ˈlet.ɪs/	selada
pea	/piː/	kacang polong
list	/lɪst/	daftar
cross	/krɒsd/	menyeberang
store	/stɔːr/	toko/kios

TASK 7

True or False.

Find out which statement is true and which one is false by giving a checkmark (✓) in the True or False columns.

Statements	True (T)	False (F)
1. Nina goes to Mr. Jones's grocery store all alone.		✓
2. Ted and Nina cross the T-junctions down the street to go to Mr. Jones's grocery store.		
3. Nina brings a red stripe basket and Ted brings a small purse.		
4. Mr. Jones sells fruits and vegetables only.		
5. Ted and Nina buy tea, coffee, lettuce, and celery.		
6. Nina and Ted see a crab and two fierce lobsters at the fish counter.		
7. There are American, Swiss, French, and Holland cheeses in the store.		
8. There is a fish counter beside the vegetables counter.		
9. Ted gives Mr. Jones the list of groceries that he and Nina need to buy.		
10. Ted and Nina go home with an empty basket.		

TASK 8

Let's Comprehend the "Ted and Nina Go to the Grocery Store" Story.

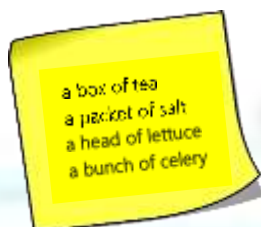
Answer the following questions correctly.

1. What do Ted and Nina do every Sunday morning?
 - a. making lists
 - b. buying groceries
 - c. going to the park
 - d. playing by themselves

2. Where do Ted and Nina go after they cross the T-junctions down the street?
 - a. their house
 - b. the downhill park
 - c. Mr. Jones's grocery store
 - d. their friend's house
3. Whose store is the grocery?
 - a. Mr. Jones's
 - b. mother's
 - c. Ted and Nina's
 - d. anonymous
4. Where do Ted and Nina go after looking around the store?
 - a. They go to the fish counter.
 - b. They go to the cheese counter.
 - c. They go to Mr. Jones.
 - d. They go to their house.
5. How is the situation in the Mr. Jones's grocery store when Ted and Nina come in?
 - a. It is crowded. There are some people in the store.
 - b. It is hollow. There are no people in the store.
 - c. It is quiet. There is only Mr. Jones in the store.
 - d. It is gloomy. There are Mr. Jones and his pet in the store.

TASK 9

Let's Figure Out the Shopping List.
Study the lesson on making a list.



This is called a shopping list.

- A shopping list is a list of things you want to buy.
- It helps us to manage and remind us about the things we need to buy just like Ted and Nina's shopping list.
- Listing can be used for:
 - Making a grocery shopping list
 - Making plans to do
 - Categorizing some things (toys, books, etc.)

Take a look at the example in the following box:



Groceries in Tari's kitchen are run out of stock. Her mother needs to buy them. She asks Tari to help her buy the groceries. Here is the list of the things she needs:

- 500 gr of meat
- a bunch of spinach
- a bundle of carrots
- a head of lettuce
- two cans of sweetcorn
- a bag of sugar
- a pack of coffee
- two bottles of milk
- three cartons of orange juice
- a round of cheese
- a hand of bananas

TASK 10

Let's Check the Grammar Session.

Learn the explanation in the box below carefully.

IMPERSONAL 'There'

(♦) Positive sentence: there is ... and there are ...

There is + (a singular noun)

There are + (plural nouns)

Example: There is a watermelon.

There are two bottles of milk.

(♦) Negative sentence: there is not ... and there are not ...

There is + not + (a singular noun)
isn't

There are + not + (plural nouns)
aren't

Example: There isn't a mango.

There aren't three apples.

(♦) Interrogative question: is there ...? and are there ...?











Is there + (a singular noun)

Are there + (plural nouns)

Example: Is there a cup of yogurt?

Are there two oranges?

TASK 11**Let's Label These Things.****Complete the phrases with the correct name. You can use your dictionary to help you.**

1.  A carton of	6.  A can of
2.  A head of	7.  A bar of
3.  A slice of	8.  A bunch of
4.  A hand of	9.  A carton of
5.  A jar of	10.  A piece of

TASK 12**Let's Practice.**

Complete the sentences with the correct form of to be (is/are) for impersonal 'there'.

1. There ____ a head of cabbage in the vegetables counter of Mr. Jones's Grocery store.
2. There ____ seven cartons of apple juice in the freezer.
3. There ____ six eggs in a carton of eggs.
4. There ____ a slice of cheese on the table.
5. There ____ two fierce lobsters beside a big crab in the fish counter.
6. There ____ a fish counter next to the vegetables counter.
7. There ____ American cheese, French cheese, and Holland cheese in the cheese counter.
8. There ____ a cup of strawberry yogurt that I like.
9. There ____ two bottles of milk every morning in the kitchen.
10. There ____ bunches of potatoes to make French fries.

TASK 13**Let's Help Father.**

Make a group and complete a birthday shopping list to surprise your mother.

Tomorrow is your mother's birthday. Your father will buy things needed for the party. You need to help him buy some things to complete the party. Father lets you make a shopping list. What will you buy? You can choose one thing of every category. Make sure you choose your mother's favorite.

birthday cake

round cake square cake

main dish

fried rice fried noodles

fruits

bananas grapes watermelon

drinks

apple juice orange juice mango juice

an additional gift

chocolates roses

Mother's Birthday Shopping List

1. _____
2. _____
3. _____
4. _____
5. _____

TASK 14

Let's Share Your Work.

Exchange your group results on Task 13 to other groups in your class and share what they have in their lists.

Sit with your own group and exchange your shopping list to other groups. Read aloud their results and discuss together what they choose in their list.



HOMework

Make a list of things based on the following situations. You may choose one of the situations available. You are free to use your dictionary and any sources that may help you.

A

You are going to spend a night with your older sister. She is responsible for preparing dinner. Help her buy groceries for dinner. You can freely choose what to eat.

B

You are at your grandmother's house. She needs help in getting fresh green vegetables from the market nearby. Can you help her pick the vegetables? You can choose any green vegetables that you like.

C

Your father gives you 50.000 rupiahs this weekend. He allows you to have some foods, snacks and drinks. What will you buy?

D

Your best friend is having a birthday soon. You want to surprise him/her by making a birthday cake. Make a list of what things you need to make the birthday cake.



EVALUATION

Choose the correct answer for each of the following questions.

Question 1-6

Going to the Grocery Store

Today is the day Danny and his family go to the grocery store. They go to the biggest grocery store in town. Inside the grocery store, there are lots of people. Mother asks Danny to get a grocery basket to fill with foods. There are several food corners inside the grocery store. There are vegetables corner, fruits corner, meat and fish corner, processed foods corner, dairy products corner, and beverages corner.

Mother, Father and Danny walk to meat and fish corner. Mother takes some slices of meats she needs on the list. She wants Danny to help her. She wants Danny to pick out some fruits on the list. Then, he and his father go to the fruits corner. Danny sees many kinds of fresh fruits here. There are baskets of apples, oranges, mangoes, and pears. There are also hands of bananas on the table. Beside the table, there are some watermelons. On another table, there are also baskets of grapes, lemons, and strawberries. They pick out a hand of bananas, some apples and oranges and go back to mother to give the fruits.

Mother is now at the vegetables corner. She picks out some vegetables on the list. They are two heads of broccoli and cauliflower, a bunch of spinach and some eggplants. In the vegetables corner, there are also heads of lettuces and cabbages, bundles of carrots and some bunches of potatoes, tomatoes, eggplants, string beans and celeries.

At the processed foods, she picks out two cans of sweetcorn. Danny picks out a box of cereal and a bar of chocolate. He loves chocolate very much. Meanwhile, his father takes three bottles of milk and a round of cheese at the dairy products corner.

After they get all the food they need, they head to the cashier and pay for the groceries. It is a lot to buy. After that, they go home together with hands full of groceries bags.

Adapted from: <http://www.child-behavior-guide.com/support-files/free-social-stories-01.pdf>

1. Who go to the grocery store with Danny?
 - a. his mother only
 - b. his father only
 - c. his parents
 - d. his friends
2. At the grocery store, how many food corners are there?
 - a. seven
 - b. six
 - c. five
 - d. four
3. Where does Danny go to help his mother?
 - a. to the vegetables corner
 - b. to the dairy products corner
 - c. to the fruits corner
 - d. to the beverages corner
4. What fruits do Danny and his father pick out together?

a.



b.



c.



d.



5. Danny's mother picks out a head of broccoli and cauliflower at the vegetables corner. Which picture goes with the underlined word?

a.



b.



c.



d.



6. Which one is the true statement of Danny's father when he is at the dairy products corner?
- a. He takes a bottle of milk and a bar of chocolate.
 - b. He takes two bottles of milk and a cup of yogurt.
 - c. He takes three bottles of milk and a box of cereal.
 - d. He takes three bottles of milk and a round of cheese.
7. Choose the right statement about the following picture.



- a. There are five watermelons in the grocery store.
 - b. There is one pumpkin in the grocery store.
 - c. There are seven green apples in the grocery store.
 - d. There are six heads of cabbage in the grocery store.
8. There are two cartons of mango juice at the beverages corner of the grocery store. Which picture goes with the sentence?

a.



b.



c.






d.



Questions 9-10

Look at the shopping list of Ryan's mother below. Complete the shopping list based on the pictures.

Shopping list:

Fruits: grapes, , and  (9)
 Vegetables: broccoli, cauliflower,
 spinach, potatoes, eggplants,
 Bread
 (10)
 Milk
 Cookies

9. a. apple and mango
 b. apple and grapes
 c. apple and lemon
 d. apple and orange
10. a. sweets
 b. chocolate
 c. cake
 d. ice cream



REFLECTION

What did you learn so far? Circle the thing that you learned from the following points:

- ✓ After learning this unit, now I can (Circle them):
 - make a shopping list,
 - comprehend "Ted and Nina Go to the Grocery Store" story clearly,
 - comprehend impersonal 'there' in the grammar session,
 - understand the right unit of measurement for different kinds of food, fruits, vegetables, and drinks,
 - apply the right unit of measurement for different kinds of food, fruits, vegetables, drinks, etc.
- ✓ I really enjoyed this unit, especially on the Task
- ✓ Things I want to study more from this unit is
- ✓ Read the following statements and give tick (✓) to the things that you agree on:

Statements	Yes	No	Fairly
I learn new experiences through this unit.			
The tasks are interesting and creative.			
I can follow the instructions from the tasks well.			
The tasks strongly motivate me to learn.			
This unit makes me love English more.			



REFRESHMENT



Find all the hidden words in the box of words below. Words can go both horizontally(➡) and vertically(⬇).

D	H	U	L	C	H	O	C	O	L	A	T	E	M	I
C	F	U	S	U	G	A	R	B	G	K	I	M	B	E
O	N	P	U	T	V	Z	W	C	E	E	G	U	R	O
F	X	Y	T	E	A	O	A	D	Q	A	E	C	O	R
F	L	I	T	W	L	E	T	T	U	C	E	A	C	Z
E	H	A	G	R	A	P	E	M	J	S	U	B	C	E
E	T	J	U	B	F	H	R	I	G	B	E	R	O	A
W	N	I	A	B	H	L	M	A	N	G	O	E	L	P
J	O	A	C	A	G	E	E	N	A	Y	E	A	I	P
U	R	I	E	N	K	I	L	B	E	R	U	D	K	L
H	I	M	L	A	S	A	O	D	A	R	T	H	V	E
L	C	E	E	N	I	A	N	H	N	S	L	O	M	I
S	E	K	R	A	C	H	E	E	S	E	Y	W	I	A
A	L	K	Y	E	R	S	P	I	N	A	C	H	L	S
O	R	A	N	G	E	T	A	C	A	K	E	R	K	W



VOCABULARY GLOSSARY

Vocabulary	Part of Speech	Pronunciation	Meaning
Meat	noun	/mi:t/	daging
Different	adjective	/ˈdɪf.ər.ənt/	berbeda
Round	adjective	/raʊnd/	bulat
eggplant	noun	/ˈeg.plənt/	terong
Buy	verb	/baɪ/	membeli
choose	verb	/tʃu:z/	memilih
responsible	adjective	/rɪˈspɑːnt.sɪ.bl/	tanggung jawab
Freely	adverb	/ˈfriː.li/	dengan bebas
prepare	verb	/prɪˈper/	menyiapkan
Fresh	adjective	/freʃ/	segar
Allow	verb	/əˈlaʊ/	mengizinkan
Soon	adverb	/suːn/	segera

UNIT 2

He is a good boy.



In this chapter, you will learn:

- Common adjectives to describe people's characteristics.
- How to ask about people's appearance and personality.
- How to tell people's appearance and personality.



WARM UP

TASK 1

Look at the pictures carefully and answer the following questions briefly.



Taken from: <http://www.amazon.com/Lifetime-Youth-Basketball-Hoop/dp/B00GH0H25S>



Taken from: <http://cardinalrec.stanford.edu/aquatics/masters-swim/tim-edmonds-blog/>



Taken from: <http://www.dreamstime.com/stock-photo-family-sport-happy-active-mother-kids-jogging-outdoors-running-forest-image54139380>



Taken from: <http://www.nationaltrust.org.uk/cycling>

What activities are in the pictures? _____

Do you like those activities? _____

Which one do you like? _____

How are the people in the pictures like? Are they happy? Or are they sad?

TASK 2

Let's Ask Questions.

Make questions using items in the box below.



mother



little brother



father



5.
Stick your own
photo here

1. How does _____ look like?
2. How does _____ look like?
3. How does _____ look like?
4. How do _____ look like?
5. How do _____ look like?

TASK 3

Do you want to know further?

Complete the following questions using items in the box.

Father Rio Dodi and Tia
Mother Big brother



1.

How is _____ like? She takes
care of her child very well.



2.

How is _____ like? He helps a
little kid in the park.



3.

How is _____ like? He can lift
me and my little sister by hands.

4.



How is _____ like? He often teases a man in the men's bathroom.

5.



How are _____ like? They stay on the couch all day long.



MAIN LESSON

TASK 4

Let's Match the Sentences.

Match each description with the correct picture by putting number in the circles.

1. My father is very strong. He can lift me and my little sister by hands.
2. Mrs. Diana is fat. Her weight is over 100 kg.
3. Andy is clever. He likes reading books and studying.
4. Bella is slim. She keeps her food and nutrition well.
5. My mother is a caring woman. She takes a good care of me when I am sick.
6. Danny is tall. His hobby is playing basketball.
7. Rio is naughty. He teases his friend in the boy's bathroom in his school.
8. My big brother is kind. He helps a little kid in the park.
9. Bella's cousins are extremely lazy. They stay on the couch all day long.
10. Mr. Hari is quite short but he is a hard-working man.



TASK 5

Let's Read a Story, Everyone.
Read the story of Ryan below carefully.

Ryan, the Cheerful Boy

Ryan is eleven years old. He is a good looking boy with a lovely smile, sparkly brown eyes and short brown hair. Ryan is bright, friendly, chatty boy and he is generally very positive and happy.

Ryan is just about the right height and the right build for an eleven years old boy. He is fit and healthy. He usually goes cycling to the park near his house in the afternoon.



Sometimes he meets his friends there and they play football, basketball or have running races.



Ryan likes to play outside very much, but when he is indoors he likes to help her



mother to do grocery shopping. He also likes to play together with her little sister in the living room. Sometimes, they

play on the computer or watch television together, but, he does not like to sit still for too long. Ryan is a cheerful boy. His family loves him very much. When he is sick, her mother takes a very good care of him.



Adapted from: Rees, Joy. Life Storybooks for Adopted Children.

TASK 6

Let's Learn Vocabulary.

Learn and read the list of vocabulary below.

Vocabulary	Pronunciation	Meaning
cheerful	/ˈtʃɪr.fəl/	riang
lovely	/ˈlʌv.li/	indah
sparkly	/ˈspɑː(r)kli/	berkilauan
bright	/braɪt/	cemerlang
chatty	/ˈtʃæt.i/	suka mengobrol
build	/ˌbɪld/	postur badan
meet	/mi:t/	bertemu
race	/reɪs/	perlombaan
often	/ˈɑːfən/	sering
take care of	/teɪk.ker.əv/	merawat

TASK 7

Let's Comprehend the "Ryan, the Cheerful Boy" Story.

Answer the following questions correctly.

1. How old is Ryan?
 - a. seven years old
 - b. eight years old
 - c. ten years old
 - d. eleven years old
2. How does Ryan look like?
 - a. He has a lovely smile, sparkly brown eyes, and short brown hair.
 - b. He has a sparkly smile, lovely black eyes, and short brown hair.
 - c. He has a lovely smile, sparkly blue eyes, and short black hair.
 - d. He has a lovely smile, sparkly green eyes, and short red hair.
3. "He is a good looking boy with ..." The underlined word has the same meaning as ...

- a. beautiful
 - b. pretty
 - c. handsome
 - d. ugly
4. How is Ryan like?
- a. He is bright, bad-tempered, and he is generally very noisy and clumsy.
 - b. He is bright, friendly, chatty boy and he is generally very positive and happy.
 - c. He is friendly, talkative, and he is generally very mean and boring.
 - d. He is bright, kind, and he is generally very happy but noisy.
5. What does Ryan like to do in the park with his friends?
- a. cycling
 - b. playing football
 - c. playing tennis
 - d. swimming
6. "Ryan likes to play outside very much, but when he is indoors he likes to help her mother to do grocery shopping." What does the underlined word mean?
- a. inside a house
 - b. inside a door
 - c. inside a computer
 - d. inside a television
7. With whom does Ryan like to play together besides his friends?
- a. his friends
 - b. his mother
 - c. his little sister
 - d. his little brother
8. "Ryan is bright, friendly, chatty boy and he is generally very positive and happy." The underlined word is similar to ...
- a. usually
 - b. continuously
 - c. always

- d. rarely
9. "Ryan is bright, friendly, chatty boy and ..." The closest meaning to the underlined word is ...
- a. cheerful
 - b. intelligent
 - c. lazy
 - d. diligent
10. "Ryan is bright, friendly, chatty boy and ..." The opposite meaning of the underlined word is ...
- a. noisy
 - b. talkative
 - c. silent
 - d. lively

TASK 8

Let's Figure Out the Adjectives.

Study the lesson on adjectives of people below.

- An adjective is a word that describes a noun or pronoun.
- In describing people, there are two kinds of adjectives that are usually used. They are adjectives of appearance and personality.
- The adjectives of appearance are related to the physical characteristics of a person including height, build, face, eyes, nose, and hair.



How does she look like?

She is short.
She is of medium build.
She has long brown hair.
She has green eyes.
Her nose is flat.
She is pretty.

What does he look like?

He is very tall.
 He is slim.
 He has short blond hair.
 He has blue eyes.
 He has a pointed nose.
 He has fair complexion skin.
 He is well dressed.



ADJECTIVES OF APPEARANCE

Height: <ul style="list-style-type: none"> • tall • short • medium height 	Skin: <ul style="list-style-type: none"> • fair complexion • dark skin
Build: <ul style="list-style-type: none"> • slim/thin/skinny • fat • well-built • medium build 	Eyes: <ul style="list-style-type: none"> • black • brown • green • blue
Nose: <ul style="list-style-type: none"> • flat • pointed 	Hair: <ul style="list-style-type: none"> • short • long

- The adjectives of personality are the adjectives that are used to describe a person's character, such as how they generally behave, feel, and think in their daily life.



How is he like?

He is kind and friendly.
 He helps his grandmother to cross the street.

How is she like?

She is bad-tempered.
She gets angry easily.



How is he like?

He is very generous.
He always give people in need.

ADJECTIVES OF PERSONALITY

- intelligent
- clever
- cheerful
- hard-working
- confident
- bad-tempered
- chatty
- friendly
- kind
- naughty
- lazy
- stubborn
- generous
- ...
- ...
- ... etc.

TASK 9

Let's Check the Grammar Session.

Learn the explanation in the box below carefully.

Describing People's Characteristics

To ask about people's appearance, you can use:

How + do/does + S + look like +?

or

What + do/does + S + look like +?

e.g.: How does Mr. Hari look like?

To ask about people's personality, you can use:

How + is/am/are + S + like +?

e.g.: How is Bella like?

To tell people's appearance and personality, you can use:

S + (is/am/are) + Adjective

e.g.: He is tall.

She is friendly.

S + have/has + Adjective + Noun

e.g.: He has short hair.

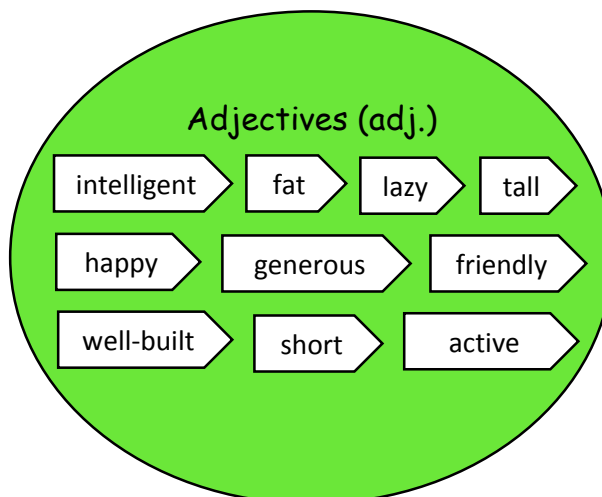
TASK 10

Let's Practice.

Complete the following phrases using the proper adjectives in the circles.

1. Andy is very _____. He has long legs.
2. Bella is quite _____. Her height is the same as an eight year old kid.
3. Mrs. Diana is _____. She needs to keep her diet.
4. Danny is always _____. He never shows frowning faces.

5. My cousin likes to work out at the gym. His body is _____.
6. He is highly _____. He can pass the final examination with the highest score.
7. They are so _____ to new people in the neighborhood. They make people comfort when they are with them.
8. That little boy is hyper _____. He cannot sit still for a while.
9. He is too _____. He often skips morning classes only because he finds it difficult to get up earlier.
10. She is _____. She does not mind sharing and giving her precious things for charity.



TASK 11

Let's Help Ryan.

Make a group and help Ryan to find his niece and nephew in the airport by following task directions below.

Ryan has a niece and a nephew. They come from Bali. They come to his house to spend their school holidays. He has to pick them up in the airport. Please help him to find his niece and nephew. Describe the appearance of Ryan's niece and nephew based on the pictures.



How does she look like?

- a. Height: _____
- b. Build: _____
- c. Eyes: _____
- d. Hair: _____
- e. Skin: _____



How does he look like?

- Height: _____
- Build: _____
- Eyes: _____
- Hair: _____
- Skin: _____

TASK 12

Let's Share Your Work. Exchange your group results on Task 11 to other groups in your class.

Sit with your own group and exchange your results to other groups.
Read aloud their results and discuss them together.



HOMework

Do you have a family picture? Bring one of your family pictures then choose one of your family member and describe his/her appearance and personality using the vocabulary you have learned properly.

My beloved _____

How does _____ like?	How is _____ like?
Appearance	Personality



EVALUATION

Choose the correct answer for each of the following questions.

Question 1-7

My Precious Hobby

My hobby is swimming. I go to the swimming pool five times a week. My swimming pool is very good. The pool is 25 meters long and has six lanes. More than a thousand children have swimming lessons there every month.

My swimming instructor is experienced and friendly, but he is also strict. He is well-built and tall. He teaches us to swim well and to be careful in water. I usually swim for an hour and a half. During the lesson I swim about two kilometers. My favorite swimming styles are crawl and backstroke.

I practice a lot to improve my swimming skills. I want to achieve good results. Swimming is my favorite sport. Swimming is interesting and pleasant, and it helps me to keep my body fit. My parents tell me that my body grows well because of swimming. My shoulder gets wide and strong. I am also taller than my friends.

Adapted from: <http://usefulenglish.ru/kids/my-hobby>

1. What is the writer's hobby in the story?
 - a. running
 - b. cycling
 - c. swimming
 - d. cooking

2. Which picture goes with the writer's hobby in the story?

a.



b.



c.



d.



3. "I go to the swimming pool five times a week." This sentence shows that the writer is a ...

- a. caring person
- b. loving person
- c. boring person
- d. hard-working person

4. "My swimming instructor is experienced and friendly, but he is also strict." The synonym of the underlined word is ...

- a. rigorous
- b. generous
- c. mean
- d. shy

5. How does the swimming instructor look like? He is well-built and tall. Which figure goes with the description?

a.



b.



c.



d.



6. Why does the writer like swimming very much?
 - a. Because swimming is tiring and interesting.
 - b. Because swimming is interesting and pleasant.
 - c. Because swimming is boring and pleasant.
 - d. Because swimming is scary and boring.
7. What swimming does to your body if you swim regularly just like the writer?
 - a. It helps us to keep our body fit.
 - b. It helps us to keep our body weak.
 - c. It helps us to keep our body tired.
 - d. It helps us to keep our body heavy.
8. Lina : "Hi Sarah, do you know the new student in your class?"
 Sarah : "Hi, Lina. Of course, I know her. Her name is Lily."
 Lina : "How does she look like?"
 Sarah : "She is tall and slender. Her hair is black and short."
 The underlined word has the opposite meaning to ...
 - a. slim
 - b. skinny
 - c. fat
 - d. thin

Question 9-10

I have a _____ (9) mother. She always takes care of our family. She is quite short. Her hair is short and black. She has dark skin. She loves cooking very much. To try a new recipe, she often reads a recipe book. She practices cooking every day. That is why she is _____ (10) in cooking for her family.



9. a. boring
b. chatty
c. bad -tempered
d. caring

10. a. clumsy
b. intelligent
c. generous
d. stubborn



What did you learn so far? Circle the things that you learned from the following points:

- ✓ After learning this unit, now I can (Circle them):
 - describe people's appearance,
 - describe people's personality,
 - comprehend "Ryan, the Cheerful Boy" story clearly,
 - comprehend expressions of asking people's appearance and personality in the grammar session,
 - comprehend expressions of telling people's appearance and personality in the grammar session.
- ✓ I really enjoyed this unit, especially on the Task
- ✓ Things I want to study more from this unit is
- ✓ Read the following statements and give tick (✓) to the things that you agree on:

Statements	Yes	No	Fairly
I learn new experiences through this unit.			
The tasks are interesting and creative.			
I can follow the instructions from the tasks well.			
The tasks strongly motivate me to learn.			
This unit makes me love English more.			

REFRESHMENT

DID YOU KNOW?



The fact is: When you are moving in a car, your ears and skin get the signal that you are moving. But when you are reading a book, your eyes get the signal that the book is not moving. So you feel you are not moving either. So, when you read in a moving car, your brain gets a little confused. As a result, you may feel tired or dizzy, or you may even feel like throwing up.

Courtesy of https://www.youtube.com/watch?v=r3_krBY-GNs



VOCABULARY GLOSSARY

Vocabulary	Part of speech	Pronunciation	Meaning
tease	verb	/ti:z/	meledek/menggoda
keep	verb	/ki:p/	menjaga
talkative	adjective	/'tɔ:.kə.tɪv/	cerewet
rarely	adverb	/'rer.li/	jarang
hyper	adjective	/haɪ.pə(r)/	hiper
appearance	noun	/ə'piərənts/	penampilan
personality	noun	/,pɜ:..sən'æl.ə.tɪ/	kepribadian
frowning	adjective	/fraʊnɪŋ/	cemberut
experienced	adjective	/ɪk'spiə.ri.əntst/	berpengalaman
crawl	noun; verb	/kra:l/	gaya renang bebas
backstroke	noun	/'bæk.stroʊk/	gaya punggung
improve	verb	/ɪm'pru:v/	meningkatkan
achieve	verb	/ə'tʃi:v/	mencapai
pleasant	adjective	/'plez.ənt/	menyenangkan
grow	verb	/groʊ/	tumbuh
shy	adjective	/ʃaɪ/	malu-malu
heavy	adjective	/'hev.i/	berat

UNIT 3

What do you do every day?



In this chapter, you will learn:

- Daily routines.
- How to tell your daily routines/habits.
- How to ask about people's daily routines.
- Simple present tense.



WARM UP

TASK 1

Look at the pictures carefully and choose the correct answer.



Do you see the picture? What happens in the picture?

- a. She has breakfast.
- b. She washes her hands.
- c. She studies something.

Taken from:

<http://www.englishexercises.org/makeagame/viewgame.asp?id=80>

Do you see the picture? What happens in the picture?

- a. He gets dressed.
- b. He takes a bath.
- c. He has lunch.



Taken from:

http://www.dianliwenmi.com/postimg_6003166_3.html



Taken from:

http://www.clipartpanda.com/clipart_images/boy-doing-homework-2729930-jpg-

Do you see the picture? What happens in the picture?

- a. He has dinner.
- b. He plays on a computer.
- c. He does his homework.

TASK 2

Do you want to know further?

Put a tick (✓) on the items you want to know further in this unit.

I want to know more about ...

a. Daily routines

☐

b. How to tell your daily routines

☐

c. How to ask about people's daily routines

☐

d. Simple present tense

☐**TASK 3**

Let's Ask Questions.

Arrange the following words of each number into an interrogative sentence.

1. daily - are - your - routines - What - ?

Answer:

2. every - does - Ana - What - morning - do - ?

Answer:

3. What - after - do - you - school - do - ?

Answer:

4. morning - takes - Ana - a - bath - every - afternoon - and - .

Answer:

5. night - studies - Ben - English - every - .

Answer:

6. have - I - morning - breakfast - every - .

Answer:



MAIN LESSON

TASK 4

Let's Match the Pictures.

Match pictures with the words by giving numbers to the words' circles and then read aloud the passage.

Fino's Daily Routines

Fino



at 5 o'clock in the morning. He



and gets dressed. His mother always prepares breakfast for him. He



every morning. Then, he



. At school, he



diligently. At the break time, he plays with his friend on the

school yard. He has lunch after school at home. After that, he



Sometimes, he



after doing his homework or he



. He



with his family in the evening. At last,

he



at 9.30 p.m. Those are his daily routines.

studies

watches television

gets up

has dinner

takes a shower

has breakfast

plays on the computer

goes to school

does his homework

goes to bed

TASK 5

Let's Read a Story, Everyone.
Read the story of Ben below carefully.

Ben's Daily Routines

Ben is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is now eleven years old and he has got an older brother, David, and a younger sister, Emma.



He starts his day at five o'clock. He gets up, goes to the bathroom, takes a shower, brushes his teeth, and gets dressed. Then he has breakfast and at half past six he leaves home and rides his bike to school. He usually has lunch at the school canteen. After school, at a quarter past one, he goes home. Then, he does his school homework and when he finishes it he plays with his friends in the park near the house. He gets home at five in the evening. Then, he cleans himself and helps his Mom to lay the table for dinner. At half past seven the family has dinner together.



Ben is a very helpful boy, so he helps his mother to clean up everything after dinner.

He usually watches TV for a while after dinner. At ten o'clock he brushes his teeth again and goes to bed. His parents always kiss him good night before he gets asleep. Ben is a very happy boy.



Adapted from: <http://www.slideshare.net/monicaruizgutierrez/daily-routine-story>

TASK 6**Let's Learn Vocabulary.****Learn and read the list of vocabulary below.**

Vocabulary	Pronunciation	Meaning
ride	/raɪd/	menaiki
canteen	/kæn'ti:n/	kantin
lay	/lei/	membentangkan
helpful	/'help.fəl/	membantu
clean	/kli:n/	membersihkan
finish	/'fin.ɪʃ/	menyelesaikan
homework	/'həʊm.wɜ:k/	pekerjaan rumah

TASK 7**True or False.****Find out which statement is true and which one is false by giving a checkmark (✓) in the True or False columns.**

Statements	True (T)	False (F)
1. Ben is an American boy.	✓	
2. He lives in a modern house.		
3. He is eleven years old.		
4. He has got two brothers.		
5. Ben gets dressed after he has breakfast.		
6. He walks to school with his friends.		
7. Ben has lunch at the school canteen.		
8. After he gets home, he plays with his friends.		
9. He finishes his homework after school.		
10. Ben goes to bed after he brushes his teeth again.		

TASK 8

Let's Comprehend the "Ben's Daily Routines" Story.
Answer the following questions correctly.

1. Where does Ben live?
 - a. Las Vegas
 - b. Los Angeles
 - c. Los Banos
 - d. Los Gatos
2. How does Ben go to school?
 - a. by school bus
 - b. by a car with his father
 - c. on foot
 - d. by riding a bike
3. Where does he have lunch?
 - a. at the school canteen
 - b. at home
 - c. at a cafeteria
 - d. at his friend's flat
4. What does Ben do after school?
 - a. He plays with his friends.
 - b. He helps his mother.
 - c. He does his homework.
 - d. He watches TV.
5. After Ben gets up, he ...
 - a. gets dressed
 - b. brushes his teeth
 - c. has breakfast
 - d. takes a shower
6. "He lives with his family in a modern house." What does the antonym of the underlined word?
 - a. recent
 - b. new
 - c. old-fashioned
 - d. present
7. Whom does Ben like to help to lay the table for dinner?
 - a. his brother
 - b. his mother
 - c. his sister
 - d. his father
8. Where do Ben and his friends play together?
 - a. at the school yard
 - b. at a nearby field
 - c. at Ben's house
 - d. at the park

9. What are Ben's routines before he gets asleep?
- He brushes his teeth after dinner and gets a good night kiss from his parents.
 - He brushes his teeth again after watching TV and goes to bed.
 - He brushes his teeth again and watches TV for a while.
 - He brushes his teeth again and has dinner with his family.
10. "He gets up, goes to the bathroom, ..." Which picture goes with the underlined word?

a.



b.



c.



d.



TASK 9

Let's Figure the Daily Routines Out.

Study the explanation of daily routines of people below.

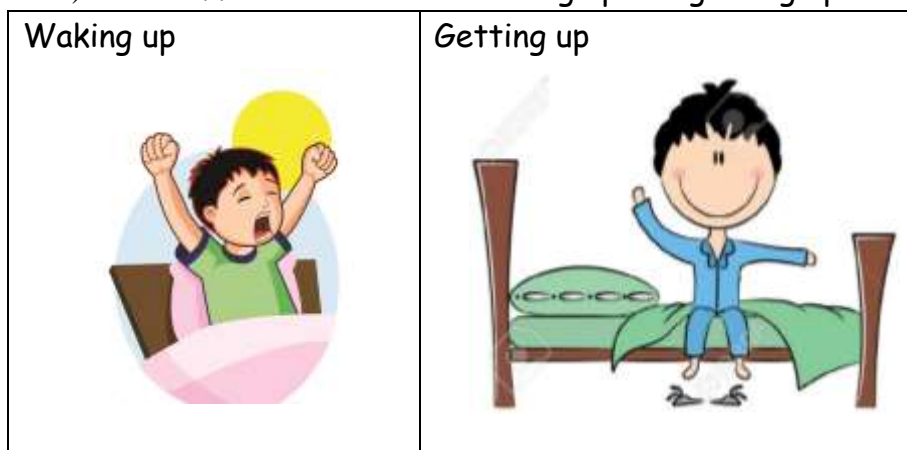
- Daily routines are activities that you do every day or frequently. They can be called habitual activities as well.
- Daily routines include the following list:

DAILY ROUTINES	
Activities	Meaning
waking up	bangun tidur
getting up	bangun
taking a bath/shower	mandi
brushing teeth	menyikat gigi
getting dressed	berpakaian

having breakfast	sarapan
leaving for school	berangkat sekolah
studying at the school	belajar di sekolah
going home	pulang sekolah
having lunch	makan siang
doing homework	mengerjakan pekerjaan rumah
playing	bermain
watching TV	menonton TV
having dinner	makan malam
going to bed	pergi tidur

- There are slight differences among some activities in daily routines. Do you notice them? Well, they are:

1) The difference between waking up and getting up:



2) The difference between taking a bath and a shower:



TASK 10

Let's Check the Grammar Session.

Learn the explanation in the box below carefully.

SIMPLE PRESENT TENSE

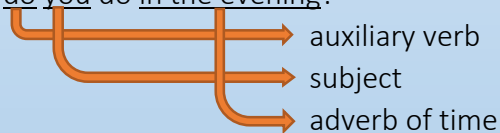
Danny: What do you do in the evening? ①

Ben: I have ② dinner with my family and after that I often ③
listen ② to music and watch ② TV. How about you?

Danny: Well, after having dinner, I always ③ play ② on my
computer for couple hours and then I brush ② my teeth
again and go ② to bed.

① To ask about habits or daily routines, you can use:

What do you do in the evening?



So, when the subject is singular (she/he/it), it becomes:

What does he do in the evening?

Cont.

② To tell about habits or daily routines, you can use:

e.g.: I have dinner with my family.

I listen to music.

I watch TV.

Simple Present Tense →

I watch TV.
(Subject) + (Verb) + (Object)

Note: The verb follows the subject. An additional **-s/-es** at the end of the verb is needed when the subject is singular (she/he/it).

E.g.: Anna watches TV.

Andy plays on his computer every Saturday night.

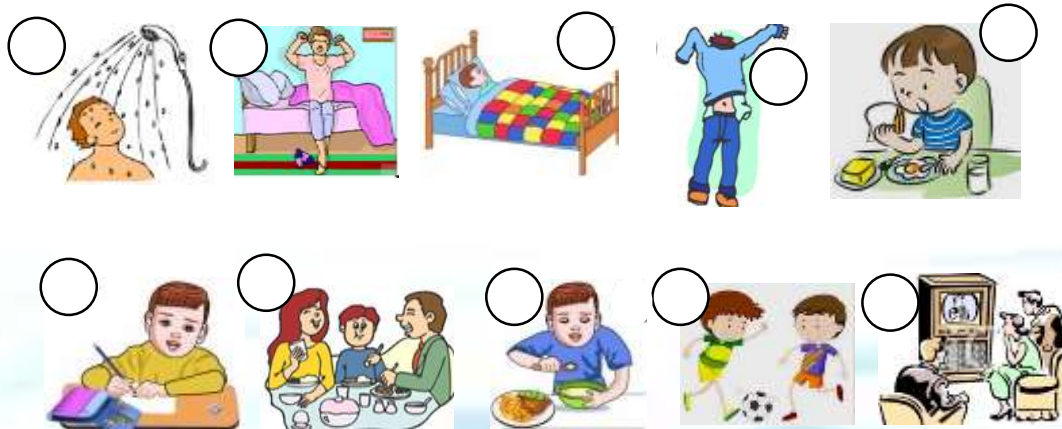
③ Adverb of time in Simple Present Tense:

- every
- always
- usually
- Sundays, mornings, etc. (there is an additional **-s** at the end of the times; it also means 'every'.)
- often
- sometimes
- never

E.g.: Ben watches TV in the evenings. → It also means that Ben watches TV every evening.

TASK 11**Let's Practice.****Complete the following sentences using the correct verbs.**

11. Ben _____(get) dressed after taking a bath.
12. He usually _____(have) breakfast together with his family.
13. She _____(leave) for school by taking the school bus.
14. I always _____(do) my homework after dinner.
15. Andy _____(play) with his friends at the park near the school.
16. Mr. Hari often _____(watch) TV in the living room with his sons.
17. They _____(go) to bed early every Sunday night.
18. Sometimes, we _____(study) at the school until late afternoon.
19. Ana _____(take) a shower again in the afternoons.
20. She _____(brush) her teeth twice every day.

TASK 12**Let's Help Yourself.****Find yourself a partner and arrange the following jumbled pictures below by putting ordered numbers in the circles. Don't forget to translate each picture into the passage.***What do you do every day?*

In the morning, I _____ at 5 o'clock. Then, I _____, brush my teeth, and _____. After that, I eat _____ with my family. At half past six, I go to school with my father. He drives his car to work after he drops me at the school. At school I study with my friends. We study diligently. Six hours later I go home and have my _____ at home. After that, I _____ before I go out and play with my friends. I play at the park near my house. There, I usually _____. In the evening, I go home. At seven o'clock I and my family have _____ together. Then, we also _____ for a while. I _____ after I brush my teeth again. It is usually at ten o'clock.

TASK 13

Let's Share Your Work.

Exchange your group results on Task 12 to other groups in your class.

Sit with your partner and exchange your results to other groups. Read aloud their results and discuss them together.



HOMEWORK

Below is a column of daily routines. Fill in the blank columns according to the person. Make a complete sentence for each activity in every column. The first activity is done as an example.

What do you do?

Activities	My friend	Me
get up	Ana gets up at five o'clock.	I get up at a quarter pass five.
have breakfast		
go to school		
have lunch		
play on computer		
do homework		
watch TV		
have dinner		
brush teeth		
go to bed		



EVALUATION

Choose the correct answer for each of the following questions.

Question 1-7

Sophie's Daily Routine

Sophie is twelve years old and she lives in Brighton, England.

She always gets up at a quarter to five in the morning. Then, she takes a shower, gets dressed, and brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast, and orange juice. Then she brushes her teeth again because she likes them white and healthy.

Then she goes to the bus stop to catch the school bus. She meets her friends there. She usually has lunch at the school canteen with her schoolmates at about twelve o'clock.

After school she returns home and does her homework. She is a very hardworking pupil and she never misses a school task. After homework, she usually listens to music and watches TV a bit.

Then, she usually has dinner together with her family. Finally, she goes to bed at ten o'clock, but before that she brushes her teeth again. Sophie is a happy little girl.

Adapted from: https://en.islcollective.com/resources/printables/worksheets_doc_docx/sophies_daily_routine/present-simple-daily/21729

1. What time does Sophie get up?
 - a. at a quarter past five
 - b. at a quarter past six
 - c. at a quarter to five
 - d. at a quarter to six

2. After Sophie gets up, what does she do?
- a. She takes a shower, has lunch, and brushes her teeth.
 - b. She takes a shower, gets dressed, and brushes her teeth.
 - c. She gets dressed and goes to the bus stop.
 - d. She get dressed, has breakfast, and goes to the school.
3. "After school she returns home and does her homework." The underlined word has the similar meaning to ...
- a. go back to
 - b. go to
 - c. arrive at
 - d. leave for
4. How does Sophie get to her school? Sophie goes to school by...
- a.
 - b.



c.



d.



5. Where does Sophie usually have lunch?
- a. at the school canteen
 - b. at the school library
 - c. at the bus stop
 - d. at her home
6. What does Sophie do when she returns home?
- a. She listens to music.
 - b. She watches television a bit.
 - c. She plays with her friends.
 - d. She does her homework.

7. How many times a day does Sophie brush her teeth?
- e. once a day
 - f. twice a day
 - g. three times a day
 - h. four times a day
8. My sister _____ her face after she gets up in the morning.
- e. wash
 - f. washes
 - g. washing
 - h. washed
9. He _____ diligently at school.
- a. studied
 - b. studying
 - c. study
 - d. studies
10. She always _____ her hair after taking a shower.
- a. combing
 - b. comb
 - c. combs
 - d. combed



REFLECTION

What did you learn so far? Circle the things that you learned from the following points:

- ✓ After learning this unit, now I can (Circle them):
 - tell my daily routines/activities,
 - ask about other's daily routines/activities,
 - comprehend "Ben's Daily Routines" story clearly,
 - comprehend present tense clearly,
 - comprehend differences between similar daily routines/activities.
- ✓ I really enjoyed this unit, especially on the Task
- ✓ Things I want to study more from this unit is
- ✓ Read the following statements and give tick (✓) to the things that you agree on:

Statements	Yes	No	Fairly
I learn new experiences through this unit.			
The tasks are interesting and creative.			
I can follow the instructions from the tasks well.			
The tasks strongly motivate me to learn.			
This unit makes me love English more.			

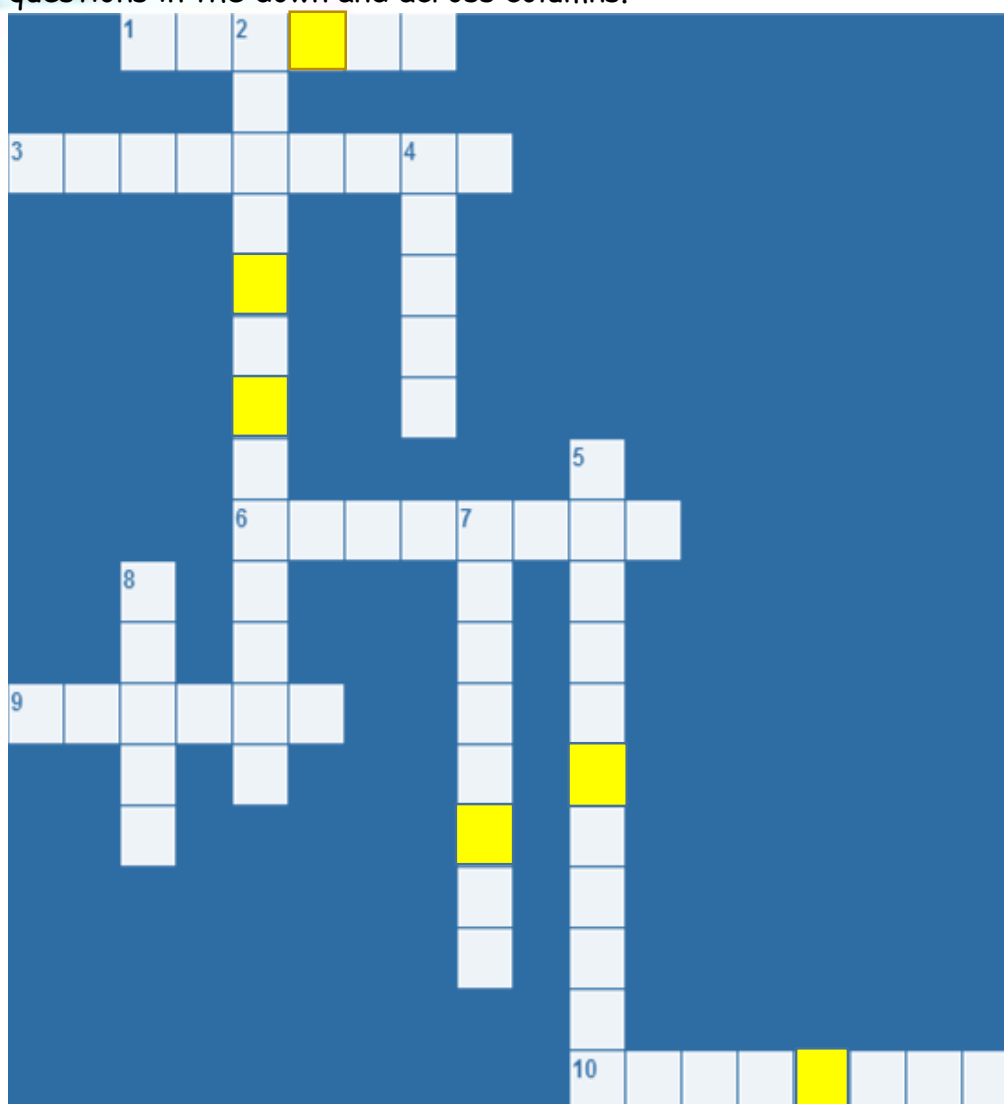


REFRESHMENT



DAILY ROUTINES CROSSWORD

Fill in the crosswords with the correct answers of the following questions in the down and across columns.



Made by: Hot Potatoes 6 Software

Down ↓ :

2.



When you feel your body is dirty.

4. When you are tired, you go to ... in the night.



5. If you are a clean person, you do this when you take a shower and after eating some foods.



7. When you feel a bit bored after dinner in the evening with your family.



8. When you feel hungry in the afternoon, you have ...



Across → :

1. Before you begin your daily routines in the morning.



3. The first meal in the morning.



6. When you learn your school lesson again at home.



9. The last meal you have in the evening, usually with your family.



10. When your mom needs you to lay the table for dinner.





VOCABULARY GLOSSARY

Vocabulary	Part of speech	Pronunciation	Meaning
daily	adverb, adjective	/'deɪ.li/	sehari-hari
routine	noun	/ru:'ti:n/	kegiatan/rutinitas
ride	verb	/raɪd/	menaiki
near	adjective	/nɪr/	dekat
slight	adjective	/slaɪt/	sedikit
follow	verb	/'fɑ:.ləʊ/	mengikuti
diligently	adverb	/'dɪlɪdʒəntli/	dengan rajin
drop	verb	/dra:p/	mengantarkan
downstairs	adverb	/,daʊn'sterz/	lantai bawah
pupil	noun	/'pju:.pəl/	murid
comb	verb	/kəʊm/	menyisir
catch	verb	/kætʃ/	menangkap
miss	verb	/mɪs/	melewati

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- <http://cliparts.co/clipart>
- <http://www.123rf.com/clipart-vector/routine.html>
- <http://www.complexionsbeautysalon.co.uk/vu-outline-crossword-template/>
- <http://www.englishexercises.org/makeagame/>
- http://www.kids-pages.com/folders/worksheets/Daily_Routines/page5.htm
- <http://www.twinkl.co.uk/resource/t-l-1177-phase-5-crossword-1>
- <http://usefulenglish.ru/kids/my-hobby>
- <http://www.safefood.eu/Healthy-Eating/What-is-a-balanced-diet/The-Food-Pyramid/Fruit-and-vegetables.aspx>
- <https://id.pinterest.com/pin>
- https://en.islcollective.com/resources/printables/worksheets_doc_docx/sophies_daily_routine/present-simple-daily/21729

Appendix E

The Expert Judgment Questionnaire

ANGKET UJI AHLI MATERI DAN MEDIA PEMBELAJARAN
A THEME-BASED STORYBOOK FOR READING COMPREHENSION
DARI BUKU “WHEN ENGLISH RINGS A BELL”
UNTUK SISWA KELAS VII SMP/MTs
(Expert Judgment)

Angket ini bertujuan untuk mengevaluasi hasil/produk dari media pembelajaran tambahan pada buku pegangan “*When English Rings a Bell*” untuk ketrampilan membaca (*reading*) pada siswa kelas VII SMP/MTs yaitu *Storybook for Reading Comprehension*.

A. Data Responden

1. Nama : _____
2. Usia : _____ tahun
3. Jenis Kelamin : Laki-laki/Perempuan
4. Pendidikan :
☐ S1
☐ S2
☐ S3
5. Lama Mengajar :
☐ 0 – 5 tahun
☐ 5 – 10 tahun
☐ > 10 tahun

B. Evaluasi Materi

Petunjuk Pengisian: Berilah tanda centang (✓) pada kolom jawaban yang sesuai dengan pendapat Bapak/Ibu.

Keterangan:

- SS : Sangat Setuju (4)
- S : Setuju (3)
- TS : Tidak Setuju (2)
- STS : Sangat Tidak Setuju (1)

Angket Evaluasi Materi dan Media Pembelajaran
A Theme-Based Storybook for Reading Comprehension
dari Buku “*When English Rings A Bell*” untuk Siswa Kelas VII
SMP/MTs

UNIT 1
“Don’t Forget the Shopping List”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (*label*) dan daftar barang (*list*), sesuai dengan konteks penggunaannya.
- 4.7 Menyusun teks tulis label nama (*label*) dan daftar barang (*list*), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1	Materi yang dikembangkan sesuai dengan kompetensi inti dan kompetensi dasar bahasa Inggris Kurikulum 2013 untuk Kelas VII				
2	Materi yang dikembangkan sesuai dengan kebutuhan siswa khususnya dalam hal <i>Reading</i>				
3	Topik/tema pada materi sesuai dengan lingkup pembelajaran siswa Kelas VII				

4	Fungsi bahasa dan ungkapan-ungkapan yang ada sesuai dengan jenjang pendidikan siswa kelas VII				
5	Struktur kalimat yang digunakan sesuai dengan kemampuan berbahasa siswa kelas VII				
6	Cerita yang digunakan menarik dan memiliki pesan moral yang baik serta sesuai dengan kebutuhan siswa kelas VII				
7	Materi yang dikembangkan membantu siswa dalam penguasaan kosakata bahasa Inggris				
8	Bahasa yang digunakan dalam materi yang dikembangkan sesuai dengan kaidah bahasa Inggris yang tepat				
9	Instruksi yang digunakan dalam materi yang dikembangkan jelas dan mudah dimengerti siswa kelas VII				
10	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013				
11	Materi yang dikembangkan memotivasi siswa untuk belajar bahasa Inggris				
12	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan disusun secara sistematis,				

	berurutan dari yang paling mudah hingga yang paling sulit				
13	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan disusun dari kegiatan terbimbing berturut-turut ke kegiatan mandiri				
14	Aktivitas pembelajaran yang disajikan sesuai dan relevan dengan topik/tema dalam materi yang dikembangkan				
15	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan mencakup kegiatan berkelompok, berpasangan, hingga kegiatan yang dilakukan secara individual				
Kelayakan Media					
16	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO				
17	Penempatan unsur tata letak (judul, sub-judul, teks, ilustrasi dan keterangan gambar, nomor halaman) pada bidang cetak proporsional				
18	Penggunaan variasi warna pada media cetak proporsional				
19	Penggunaan variasi (<i>font</i> huruf, <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>)				

	sesuai, jelas terbaca, dan tidak berlebihan				
20	Ilustrasi gambar dalam materi pembelajaran bersifat estetis, fungsional, membantu memperjelas materi, dan relevan dengan topik/tema dan isi materi				
21	Ilustrasi gambar membantu perkembangan <i>visual literacy</i> siswa				
22	Ilustrasi gambar sesuai dengan usia siswa dan tidak berlebihan				
23	Ilustrasi gambar menarik dan berwarna dengan tidak berlebihan				
24	Ukuran ilustrasi gambar yang digunakan jelas untuk dilihat				
25	Susunan/tata letak teks cerita (di halaman terpisah/ dibalik lipatan kertas/ halaman <i>cut-away</i> / gelembung bicara/ tanpa teks) mendukung pemahaman siswa dengan baik				
26	Susunan/tata letak ilustrasi gambar memaksimalkan interaksi siswa dengan cerita				
Lain-lain					
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Tanggapan terhadap materi:

1. Bagaimanakah pendapat Bapak/Ibu mengenai media pembelajaran *Reading* yang telah dikembangkan secara umum?

2. Menurut Bapak/Ibu, apakah kekurangan dari media pembelajaran *Reading* yang telah dikembangkan?

3. Apa saran Bapak/ Ibu untuk memperbaiki media pembelajaran *Reading* yang telah dikembangkan?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk *reading* untuk siswa SMP kelas VII UNIT 1 dengan judul “Don’t Forget the Shopping List” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, _____

Evaluator

NIP.

UNIT 2

“He Is A Good Boy”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1	Materi yang dikembangkan sesuai dengan kompetensi inti dan kompetensi dasar bahasa Inggris Kurikulum 2013 untuk Kelas VII				
2	Materi yang dikembangkan sesuai dengan kebutuhan siswa khususnya dalam hal <i>Reading</i>				
3	Topik/tema pada materi sesuai dengan lingkup pembelajaran siswa Kelas VII				
4	Fungsi bahasa dan ungkapan-ungkapan yang ada sesuai dengan jenjang pendidikan siswa kelas VII				
5	Struktur kalimat yang digunakan sesuai dengan				

	kemampuan berbahasa siswa kelas VII				
6	Cerita yang digunakan menarik dan memiliki pesan moral yang baik serta sesuai dengan kebutuhan siswa kelas VII				
7	Materi yang dikembangkan membantu siswa dalam penguasaan kosakata bahasa Inggris				
8	Bahasa yang digunakan dalam materi yang dikembangkan sesuai dengan kaidah bahasa Inggris yang tepat				
9	Instruksi yang digunakan dalam materi yang dikembangkan jelas dan mudah dimengerti siswa kelas VII				
10	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013				
11	Materi yang dikembangkan memotivasi siswa untuk belajar bahasa Inggris				
12	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit				
13	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan disusun dari kegiatan terbimbing				

	berturut-turut ke kegiatan mandiri				
14	Aktivitas pembelajaran yang disajikan sesuai dan relevan dengan topik/tema dalam materi yang dikembangkan				
15	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan mencakup kegiatan berkelompok, berpasangan, hingga kegiatan yang dilakukan secara individual				
Kelayakan Media					
16	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO				
17	Penempatan unsur tata letak (judul, sub-judul, teks, ilustrasi dan keterangan gambar, nomor halaman) pada bidang cetak proporsional				
18	Penggunaan variasi warna pada media cetak proporsional				
19	Penggunaan variasi (<i>font</i> huruf, <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) sesuai, jelas terbaca, dan tidak berlebihan				
20	Ilustrasi gambar dalam materi pembelajaran bersifat estetis, fungsional, membantu memperjelas materi, dan relevan dengan topik/tema dan isi materi				

21	Ilustrasi gambar membantu perkembangan <i>visual literacy</i> siswa				
22	Ilustrasi gambar sesuai dengan usia siswa dan tidak berlebihan				
23	Ilustrasi gambar menarik dan berwarna dengan tidak berlebihan				
24	Ukuran ilustrasi gambar yang digunakan jelas untuk dilihat				
25	Susunan/tata letak teks cerita (di halaman terpisah/ dibalik lipatan kertas/ halaman <i>cut-away</i> / gelembung bicara/ tanpa teks) mendukung pemahaman siswa dengan baik				
26	Susunan/tata letak ilustrasi gambar memaksimalkan interaksi siswa dengan cerita				
Lain-lain					
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Tanggapan terhadap materi:

1. Bagaimanakah pendapat Bapak/Ibu mengenai media pembelajaran *Reading* yang telah dikembangkan secara umum?

2. Menurut Bapak/Ibu, apakah kekurangan dari media pembelajaran *Reading* yang telah dikembangkan?

3. Apa saran Bapak/ Ibu untuk memperbaiki media pembelajaran *Reading* yang telah dikembangkan?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk *reading* untuk siswa SMP kelas VII UNIT 2 dengan judul “He Is A Good Boy” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, _____

Evaluator

NIP.

UNIT 3

“What Do You Do Every Day?”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.
- 4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS
Kelayakan Isi					
1	Materi yang dikembangkan sesuai dengan kompetensi inti dan kompetensi dasar bahasa Inggris Kurikulum 2013 untuk Kelas VII				
2	Materi yang dikembangkan sesuai dengan kebutuhan siswa khususnya dalam hal <i>Reading</i>				
3	Topik/tema pada materi sesuai dengan lingkup pembelajaran siswa Kelas VII				
4	Fungsi bahasa dan ungkapan-ungkapan yang ada sesuai dengan jenjang pendidikan siswa kelas VII				
5	Struktur kalimat yang digunakan sesuai dengan				

	kemampuan berbahasa siswa kelas VII				
6	Cerita yang digunakan menarik dan memiliki pesan moral yang baik serta sesuai dengan kebutuhan siswa kelas VII				
7	Materi yang dikembangkan membantu siswa dalam penguasaan kosakata bahasa Inggris				
8	Bahasa yang digunakan dalam materi yang dikembangkan sesuai dengan kaidah bahasa Inggris yang tepat				
9	Instruksi yang digunakan dalam materi yang dikembangkan jelas dan mudah dimengerti siswa kelas VII				
10	Materi yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013				
11	Materi yang dikembangkan memotivasi siswa untuk belajar bahasa Inggris				
12	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit				
13	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan				

	disusun dari kegiatan terbimbing berturut-turut ke kegiatan mandiri				
14	Aktivitas pembelajaran yang disajikan sesuai dan relevan dengan topik/tema dalam materi yang dikembangkan				
15	Aktivitas pembelajaran yang disajikan dalam materi yang dikembangkan mencakup kegiatan berkelompok, berpasangan, hingga kegiatan yang dilakukan secara individual				
Kelayakan Media					
16	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO				
17	Penempatan unsur tata letak (judul, sub-judul, teks, ilustrasi dan keterangan gambar, nomor halaman) pada bidang cetak proporsional				
18	Penggunaan variasi warna pada media cetak proporsional				
19	Penggunaan variasi (<i>font</i> huruf, <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) sesuai, jelas terbaca, dan tidak berlebihan				
20	Ilustrasi gambar dalam materi pembelajaran bersifat estetis, fungsional, membantu memperjelas				

	materi, dan relevan dengan topik/tema dan isi materi				
21	Ilustrasi gambar membantu perkembangan <i>visual literacy</i> siswa				
22	Ilustrasi gambar sesuai dengan usia siswa dan tidak berlebihan				
23	Ilustrasi gambar menarik dan berwarna dengan tidak berlebihan				
24	Ukuran ilustrasi gambar yang digunakan jelas untuk dilihat				
25	Susunan/tata letak teks cerita (di halaman terpisah/ dibalik lipatan kertas/ halaman <i>cut-away</i> / gelembung bicara/ tanpa teks) mendukung pemahaman siswa dengan baik				
26	Susunan/tata letak ilustrasi gambar memaksimalkan interaksi siswa dengan cerita				
Lain-lain					
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Tanggapan terhadap materi:

1. Bagaimanakah pendapat Bapak/Ibu mengenai media pembelajaran *Reading* yang telah dikembangkan secara umum?

2. Menurut Bapak/Ibu, apakah kekurangan dari media pembelajaran *Reading* yang telah dikembangkan?

3. Apa saran Bapak/ Ibu untuk memperbaiki media pembelajaran *Reading* yang telah dikembangkan?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk *reading* untuk siswa SMP kelas VII UNIT 3 dengan judul “What Do You Do Every Day?” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut

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*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, _____

Evaluator

NIP.

Appendix F

The Expert Judgment Data

The Result of the Expert Judgment of Unit 1

No	Items	Scores
The Appropriateness of the Materials Content		
1	The developed materials are in line with the English core and basic competencies of the 2013 Curriculum for Grade VII	4
2	The developed materials meet the students' needs especially in Reading	3
3	The topics/themes in the materials are relevant with the learning scope of Grade VII students	4
4	The language functions and expressions contained in the materials are appropriate for Grade VII education level	4
5	The sentences structures employed are according to the language ability of Grade VII students	3
6	The stories used are attractive, containing decent moral values and are according to Grade VII students' needs.	3
7	The developed materials help students in English vocabulary mastery	4
8	The language used in the developed materials is in accordance with the principles of proper English.	3
9	The instructions and explanations used in the developed materials are clear and understandable to Grade VII students.	4
10	The developed materials are based on the learning steps of scientific approach of the 2013 Curriculum.	4
11	The developed materials motivate students to learn English.	4
12	The learning activities provided in the developed materials are arranged systematically, successively from the easiest activities to the hardest ones.	4
13	The learning activities provided in the developed materials are started from the guided activities to the free guided activities.	4
14	The learning activities provided in the developed materials are relevant to the topics/themes employed in the developed materials.	4

(continued)

(continued)

15	The learning activities provided in the developed materials cover the group work activities, peer work activities, and individual activities.	4
Mean (x)		3.73
The Appropriateness of the Layout Media		
16	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
17	The placement of the layout elements (the unit title, sub-title, texts, page number, illustrations and captions) are proportional.	4
18	The use of color variations on the printed materials is proportional.	4
19	The use of variations (fonts, bold, italic, underline, capitalization) is appropriate, clearly legible, and not overly used.	4
20	The picture illustrations in the learning materials are aesthetic, functional, relevant to the topics/themes and the content, and assisting in understanding the materials.	3
21	The picture illustrations assist the students' visual literacy development.	3
22	The picture illustrations are appropriate to students' age and not overly described.	3
23	The picture illustrations are attractive and colorful.	3
24	The picture illustrations sizes are clear to be seen.	3
25	The arrangement of the stories/texts on (separated page/ flip page/ cut-away page/ bubble dialogue/ without texts) support the students' comprehension well.	4
26	The arrangement of the picture illustrations maximizes the interaction between the students and the stories.	4
Mean (x)		3.54

The Result of the Expert Judgment of Unit 2

No	Items	Scores
The Appropriateness of the Materials Content		
1	The developed materials are in line with the English core and basic competencies of the 2013 Curriculum for Grade VII	4
2	The developed materials meet the students' needs especially in Reading	4
3	The topics/themes in the materials are relevant with the learning scope of Grade VII students	4
4	The language functions and expressions contained in the materials are appropriate for Grade VII education level	4
5	The sentences structures employed are according to the language ability of Grade VII students	3
6	The stories used are attractive, containing decent moral values and are according to Grade VII students' needs.	4
7	The developed materials help students in English vocabulary mastery	3
8	The language used in the developed materials is in accordance with the principles of proper English.	3
9	The instructions and explanations used in the developed materials are clear and understandable to Grade VII students.	3
10	The developed materials are based on the learning steps of scientific approach of the 2013 Curriculum.	4
11	The developed materials motivate students to learn English.	4
12	The learning activities provided in the developed materials are arranged systematically, successively from the easiest activities to the hardest ones.	4
13	The learning activities provided in the developed materials are started from the guided activities to the free guided activities.	4
14	The learning activities provided in the developed materials are relevant to the topics/themes employed in the developed materials.	4
15	The learning activities provided in the developed materials cover the group work activities, peer work activities, and individual activities.	4
Mean (x)		3.73

(continued)

(continued)

The Appropriateness of the Layout Media		
16	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
17	The placement of the layout elements (the unit title, sub-title, texts, page number, illustrations and captions) are proportional.	4
18	The use of color variations on the printed materials is proportional.	4
19	The use of variations (fonts, bold, italic, underline, capitalization) is appropriate, clearly legible, and not overly used.	4
20	The picture illustrations in the learning materials are aesthetic, functional, relevant to the topics/themes and the content, and assisting in understanding the materials.	3
21	The picture illustrations assist the students' visual literacy development.	3
22	The picture illustrations are appropriate to students' age and not overly described.	4
23	The picture illustrations are attractive and colorful.	4
24	The picture illustrations sizes are clear to be seen.	3
25	The arrangement of the stories/texts on (separated page/ flip page/ cut-away page/ bubble dialogue/ without texts) support the students' comprehension well.	4
26	The arrangement of the picture illustrations maximizes the interaction between the students and the stories.	3
Mean (x)		3.63

The Result of the Expert Judgment of Unit 3

No	Items	Scores
The Appropriateness of the Materials Content		
1	The developed materials are in line with the English core and basic competencies of the 2013 Curriculum for Grade VII	4
2	The developed materials meet the students' needs especially in Reading	4
3	The topics/themes in the materials are relevant with the learning scope of Grade VII students	4
4	The language functions and expressions contained in the materials are appropriate for Grade VII education level	4
5	The sentences structures employed are according to the language ability of Grade VII students	3
6	The stories used are attractive, containing decent moral values and are according to Grade VII students' needs.	4
7	The developed materials help students in English vocabulary mastery	3
8	The language used in the developed materials is in accordance with the principles of proper English.	3
9	The instructions and explanations used in the developed materials are clear and understandable to Grade VII students.	3
10	The developed materials are based on the learning steps of scientific approach of the 2013 Curriculum.	4
11	The developed materials motivate students to learn English.	4
12	The learning activities provided in the developed materials are arranged systematically, successively from the easiest activities to the hardest ones.	4
13	The learning activities provided in the developed materials are started from the guided activities to the free guided activities.	4
14	The learning activities provided in the developed materials are relevant to the topics/themes employed in the developed materials.	4

(continued)

(continued)

15	The learning activities provided in the developed materials cover the group work activities, peer work activities, and individual activities.	4
Mean (x)		3.73
The Appropriateness of the Layout Media		
16	The developed materials are printed on ISO-standardized size paper (A4, A5, B5).	4
17	The placement of the layout elements (the unit title, sub-title, texts, page number, illustrations and captions) are proportional.	4
18	The use of color variations on the printed materials is proportional.	4
19	The use of variations (fonts, bold, italic, underline, capitalization) is appropriate, clearly legible, and not overly used.	4
20	The picture illustrations in the learning materials are aesthetic, functional, relevant to the topics/themes and the content, and assisting in understanding the materials.	3
21	The picture illustrations assist the students' visual literacy development.	3
22	The picture illustrations are appropriate to students' age and not overly described.	3
23	The picture illustrations are attractive and colorful.	3
24	The picture illustrations sizes are clear to be seen.	3
25	The arrangement of the stories/texts on (separated page/ flip page/ cut-away page/ bubble dialogue/ without texts) support the students' comprehension well.	4
26	The arrangement of the picture illustrations maximizes the interaction between the students and the stories.	3
Mean (x)		3.45

Appendix G

Letters of Validation

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk *reading* untuk siswa SMP kelas VII UNIT 1 dengan judul "Don't Forget the Shopping List" dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☒ Layak dengan revisi sebagai berikut

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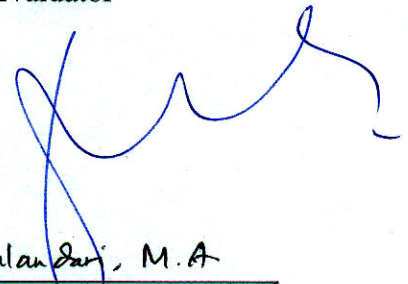
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*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, 01 April 2016

Evaluator



Ella Wulan Sari, M.A
NIP.19830518 200604 2 001

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk *reading* untuk siswa SMP kelas VII UNIT 2 dengan judul “He Is A Good Boy” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☒ Layak dengan revisi sebagai berikut

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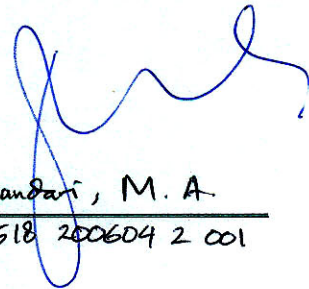
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*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, 01 April 2016

Evaluator



Ella Wulandari, M. A.
NIP. 19830518 200604 2 001

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk *reading* untuk siswa SMP kelas VII UNIT 3 dengan judul "What Do You Do Every Day?" dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☒ Layak dengan revisi sebagai berikut

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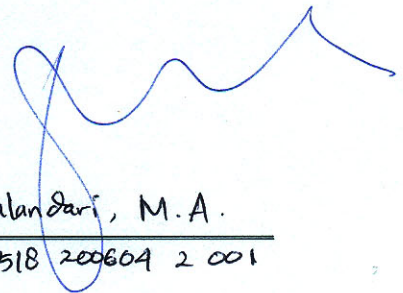
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*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, 01 April 2016

Evaluator



Ella Wulandari, M.A.

NIP. 19830518 200604 2 001

Appendix H

The Final Draft Materials



Read
through

Stories



A Theme-Based Stories Book for Reading Comprehension

For Grade VII of SMP/MTs

Reading through Stories

A Theme-Based Storybook for Reading Comprehension

For Grade VII of SMP/MTs

By:

Nana Meilida Astari

Supervisor:

Suharso, M. Pd.

Validator:

Ella Wulandari, M. A.

Reading through Stories



PREFACE

Reading through **Stories** is a supplementary theme-based storybook for reading comprehension for Grade VII SMP/MTs of the “**When English Rings A Bell**” textbook from the government. As a supplementary book, it is designed in the sense of enriching students input in learning English especially related to the reading comprehension. This book is developed based on the needs analysis results of the questionnaires which were administered to Grade VII students of SMP *Negeri* 15 Yogyakarta and the basic and the core competencies of the 2013 Curriculum. This book is aiming to enhance the reading comprehension skill of Grade VII students and to foster reading in the teaching and learning activities.

Reading through Stories: A Theme-Based Storybook for Reading Comprehension for Grade VII SMP/MTs consists of three units. These units were developed based on the needs analysis results and the basic and the core competencies of the 2013 Curriculum. The appropriateness of the contents and the layout of the materials were meticulously validated by an expert in the expert judgment stage. In the book, there are some theme-based stories suited to the students’ grade and followed by a set of reading comprehension exercises. Furthermore, there are also grammar sections, homework, evaluations, reflections, the fun corners, and vocabulary glossaries in each of the units.

Through this book, the students of Grade VII SMP/MTs are expected to be able to develop their reading skill especially in reading comprehension ability. In the future, the writers have an expectation that reading will be viewed as fun as other English skills learnt and the students will be accustomed to reading so that they can comprehend texts better. In addition, we highly hope the students be able to make use this book properly and enjoy the contents provided in it.

Best regards,

Writers



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Ted and Nina Go to the Grocery Store



In this chapter, you will learn:

- listing and how to make it for grocery shopping,
- labeling common foods in a grocery store,
- the right unit of measurement for different kinds of foods, fruits, vegetables, and beverages,
- impersonal 'there'.



WARM UP

TASK 1

Look at the pictures carefully and answer the following questions correctly.



Taken from: <http://www.istanasayur.com/>



Taken from: <https://id.pinterest.com/pin/248331366925927726/>

- Do you know what kind of store it is from the pictures above?

- Have you been to that kind of store before?

- Can you find any of that kind of store near your house?



- Which one do you think you can find in the grocery store? Choose one of the following pictures by crossing (X) the letter.



Taken from: <http://perpustakaan.akatiga.org/>



Taken from: <http://southmelbournemarket.com.au/traders/rods-fruit-vegetables/>



Taken from: <http://fjb.kaskus.co.id/thread/511a56ff7b12435e2a000004/toko-baju-al-rohman-di-pasar-peterongan-jombang/>



Taken from: <http://1aled.konkord-n.ru/pet-store.php>

TASK 2

Do you want to know further?
Let's answer the following questions briefly.

- What do people usually make before going grocery shopping?

- Do you know a shopping list?

- Why do you need a shopping list?



TASK 3

Let's ask questions.

Form your questions using items in the box.



a bunch of vegetables



bottles of milk



three cats



books



baskets of fruits



a cup of yogurt

Example:

1. Is there a bunch of vegetables in the grocery store?

Cont.

2. Are there _____ in the grocery store?
3. Are there _____ in the grocery store?
4. Is there _____ in the grocery store?
5. Are there _____ in the grocery store?
6. Are there _____ in the grocery store?





MAIN LESSON

TASK 4

Let's match the sentences.

Match each sentence with the correct picture in the box.

There is an eggplant in the grocery store.

There is a slice of cheese in the grocery store.

There is a head of lettuce in the grocery store.

There are eggs in the grocery store.

There is a cup of yogurt in the grocery store.

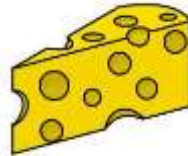
There is a hand of bananas in the grocery

There is a carton of milk in the grocery store.

There is a carton of mango juice in the grocery store.

There is a bag of flour in the grocery store.

There is a bundle of carrots in the grocery store.



TASK 5

Let's read a story, everyone.

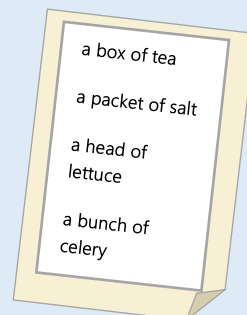
Read the story of Ted and Nina below carefully.

Ted and Nina Go to the Grocery Store



Every Sunday morning, Mother asks Ted and Nina to do grocery shopping. They must buy groceries that run out of stocks in their house. Mother gives a list of things that Ted and Nina must buy. They are a box of tea, a packet of salt, a head of lettuce, and a bunch of celery. Nina brings a basket with a red stripe and Ted brings a small purse.

Ted and Nina go down the street and cross the T-junctions to the Mr. Jones's grocery store. Outside the store there are baskets of fruits. They go into the store and meet Mr. Jones. He greets them and asks if they need any help.



Ted gives Mr. Jones the list of groceries. Mr. Jones helps Ted and Nina get all the groceries. Ted and Nina look at the vegetables counter that is in the center of the store. There are some people around the counter. They are choosing bunches of vegetables that they will buy. There are heads of broccoli, lettuce, cabbage, bunches of spinach, potatoes, eggplants, and so on. There are also cans of sweetcorn and peas.

Beside the vegetables counter, there is a fish counter. There are rows of fish, a big crab, and two fierce lobsters. In front of the fish counter, Nina sees some big pieces of cheese on the table. Those are cheeses of different kinds.



There are American cheese, Swiss cheese, Holland cheese, and Cream cheese.

After looking around the store, Ted and Nina go to Mr. Jones. He gives a basket full of groceries that Ted and Nina need. They thank Mr.



Jones and pay him for the groceries. Mr. Jones says good bye to them. Finally, Ted and Nina go home with a basket of groceries in their hands.



Adapted from: <http://www.deangeli.lapeer.org/Ted-Nina/Grocery/grocery3.html>

TASK 6

Let's learn vocabulary.

Learn and read the list of vocabulary below.

Vocabulary	Pronunciation	Meaning
grocery	/ˈgrəʊ.sər.i/	bahan makanan
purse	/pɜːrs/	dompet
basket	/ˈbɑː.skɪt/	keranjang
row	/roʊ/	jajaran
fierce	/fɪrs/	ganas
can	/kæn/	kaleng
cabbage	/ˈkæb.ɪdʒ/	kubis
lettuce	/ˈlet.ɪs/	selada
pea	/piː/	kacang polong
list	/lɪst/	daftar
cross	/kraːs/	menyeberang
store	/stɔːr/	toko/kios



TASK 7

True or false.

Find out which statement is true and which one is false by giving a checkmark (✓) in the True or False columns.

Statements	True (T)	False (F)
1. Nina goes to Mr. Jones's grocery store all alone.		✓
2. Ted and Nina cross the T-junctions down the street to go to Mr. Jones's grocery store.		
3. Nina brings a red stripe basket and Ted brings a small purse.		
4. Mr. Jones sells fruits and vegetables only.		
5. Ted and Nina buy tea, coffee, lettuce, and celery.		
6. Nina and Ted see a crab and two fierce lobsters at the fish counter.		
7. There are American, Swiss, French, and Holland cheeses in the store.		
8. There is a fish counter beside the vegetables counter.		
9. Ted gives Mr. Jones the list of groceries that he and Nina need to buy.		
10. Ted and Nina go home with an empty basket.		

TASK 8

Let's comprehend the "Ted and Nina Go to the Grocery Store" story.

Answer the following questions correctly.

- What do Ted and Nina do every Sunday morning?
 - making lists
 - buying groceries
 - going to the park
 - playing by themselves
- Where do Ted and Nina go after they cross the T-junctions down the street?



- a. their house
 - b. the downhill park
 - c. Mr. Jones's grocery store
 - d. their friend's house
3. Whose store is the grocery?
- a. Mr. Jones's
 - b. mother's
 - c. Ted and Nina's
 - d. anonymous
4. Where do Ted and Nina go after looking around the store?
- a. They go to the fish counter.
 - b. They go to the cheese counter.
 - c. They go to Mr. Jones.
 - d. They go to their house.
5. How is the situation in the Mr. Jones's grocery store when Ted and Nina come in?
- a. It is crowded. There are some people in the store.
 - b. It is empty. There are no people in the store.
 - c. It is quiet. There is only Mr. Jones in the store.
 - d. It is gloomy. There are Mr. Jones and his pet in the store.

TASK 9

Let's figure out the shopping list.
Study the lesson on making a list.

- a box of tea
- a packet of salt
- a head of lettuce
- a bunch of celery

This is called
a shopping list.



- A shopping list is a list of things you want to buy.
- It helps us to manage and remind us about the things we need to buy just like Ted and Nina's shopping list.
- Listing can be used for:
 - making a grocery shopping list
 - making plans to do
 - categorizing some things (toys, books, etc.)



Take a look at the example in the following box:

Groceries in Tari's kitchen run out of stock. Her mother needs to buy them. She asks Tari to help her buy the groceries. Here is the list of the things she has to buy:



- 500 gr of meat
- a bunch of spinach
- a bundle of carrots
- a head of lettuce
- two cans of sweetcorn
- a bag of sugar
- a pack of coffee
- two bottles of milk
- three cartons of orange juice
- a round of cheese
- a hand of bananas



- In a big grocery store, we often see some foods corners. These corners will help customers to easily find their needs in the store. What are they? Take a look at the column below.

Corner	Content
 <p>vegetables corner</p> <p>taken from: http://theodysseyonline.com/unc-asheville/soup-is-life/222015</p>	<p>There are:</p> <ul style="list-style-type: none"> - heads of lettuces, broccolis, cabbages, - bunches of cucumbers, bell peppers, potatoes, eggplants, spinach, and - bundles of celeries, long beans, carrots, - etc.
 <p>fruits corner</p> <p>taken from: http://abcblogs.abc.es/laboratorio-de-estilo/2015/07/29/tendencia-drive-in/</p>	<p>There are:</p> <ul style="list-style-type: none"> - bunches of apples, oranges, avocados, kiwis, lemons, grapes, watermelons, - hands of bananas, - etc.



 <p>meat and fish corner</p> <p>taken from: http://thespiritscience.net/2015/11/20/still-buying-meat-from-the-grocery-store-you-wont-after-reading-this/</p>	<p>There are:</p> <ul style="list-style-type: none"> - slices of beefs, - chicken meats, - lamb meats, - rows of fishes, - bunches of chicken, lamb, and beef innards, - etc.
 <p>dairy products corner</p> <p>taken from: https://whatawaygook.wordpress.com/category/korea-food/</p>	<p>There are:</p> <ul style="list-style-type: none"> - bottles of milk, - cups of yogurt, - several cheeses, - boxes of cream, - blocks of butter, - bunches ice cream, - etc.
 <p>processed foods corner</p> <p>taken from: http://communityfoodlab.org/projects/2014/5/15/healthy-corner-stores-community-transformation-grant</p>	<p>There are:</p> <ul style="list-style-type: none"> - boxes of cereals and cookies, - bars of chocolates, - jars of jams, - tinned vegetables, - bunches of snacks, - loaves of bread, - etc.





beverages corner

taken from: <http://www.yelp.com/biz/loop-neighborhood-daly-city-2>

There are:

- cans of soft drinks,
- bottles of carbonated water and plain water,
- cartons of juices,
- etc.



TASK 10

Let's check the grammar section.

Learn the explanation in the box below carefully.

IMPERSONAL 'THERE'

(♦) Positive sentence: there is ... and there are ...

There is + (a singular noun)

There are + (plural nouns)

Example: There is a watermelon.

There are two bottles of milk.

(♦) Negative sentence: there is not ... and there are not ...

There is + not + (a singular noun)
isn't

There are + not + (plural nouns)
aren't

Example: There isn't a mango.

There aren't three apples.

(♦) Interrogative question: is there ...? and are there ...?

Is there + (a singular noun)

Are there + (plural nouns)

Example: Is there a cup of yogurt?











Are there two oranges?



TASK 11

Let's label these things.

Complete the phrases with the correct name. You can use your dictionary to help you.

1.  A carton of	6.  A can of
2.  A head of	7.  A bar of
3.  A slice of	8.  A bunch of
4.  A hand of	9.  A carton of
5.  A jar of	10.  A piece of



TASK 12

Let's practice.

Complete the sentences with the correct form of to be (is/are) for impersonal 'there'.

1. There ____ a head of cabbage in the vegetables counter of Mr. Jones's Grocery store.
2. There ____ seven cartons of apple juice in the freezer.
3. There ____ six eggs in a carton of eggs.
4. There ____ a slice of cheese on the table.
5. There ____ two fierce lobsters beside a big crab in the fish counter.
6. There ____ a fish counter next to the vegetables counter.
7. There ____ American cheese, French cheese, and Holland cheese in the cheese counter.
8. There ____ a cup of strawberry yogurt that I like.
9. There ____ two bottles of milk every morning in the kitchen.
10. There ____ bunches of potatoes to make French fries.

TASK 13

Let's help father.

Make a group and complete a birthday shopping list to surprise your mother.

Tomorrow is your mother's birthday. Your father will buy things needed for the party. You need to help him buy some things to complete the party. Father lets you make a shopping list. What will you buy? You can choose one thing of every category. Make sure you choose your mother's favorite.



birthday cake



round cake or square cake

main dish




fried rice or fried noodles

Mother's Birthday Shopping List

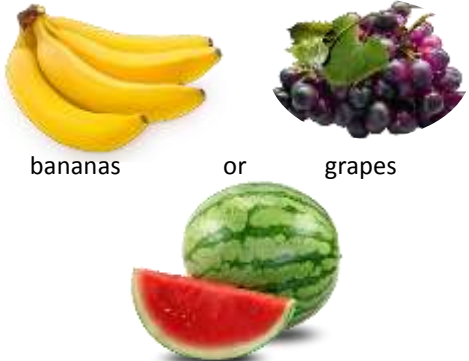
- _____
- _____
- _____
- _____
- _____

additional gift



chocolates or roses

fruits



bananas or grapes or watermelons

beverages



apple juice or orange juice or mango juice

TASK 14

Let's share your work.

Exchange your group results on Task 13 to other groups in your class and share what they have in their lists.

Sit with your own group and exchange your shopping list to other groups. Read aloud their results and discuss together what they choose in their list.

**HOMEWORK**

Make a list of things based on the following situations. You may choose one of the situations available. You are free to use your dictionary and any sources that may help you.

A

You are going to spend a night with your older sister. She is responsible for preparing dinner. Help her buy groceries for dinner. You can freely choose what to eat.

B

You are at your grandmother's house. She needs help in getting fresh green vegetables from the market nearby. Can you help her pick the vegetables? You can choose any green vegetables that you like.

C

Your father gives you 50.000 rupiahs this weekend. He allows you to have some foods, snacks and beverages. What will you buy?

D

Your best friend is having a birthday soon. You want to surprise him/her by making a birthday cake. Make a list of what things you need to make the birthday cake.





EVALUATION

Choose the correct answer for each of the following questions.

Question 1-6

Going to the Grocery Store

Every Tuesday Danny and his family go to the grocery store. They go to the biggest grocery store in town. Inside the grocery store, there are lots of people. Mother asks Danny to get a grocery basket to fill with foods. There are several foods corners inside the grocery store. There are vegetables corner, fruits corner, meat and fish corner, processed foods corner, dairy products corner, and beverages corner.

Mother, Father and Danny walk to the meat and fish corner. Mother takes some slices of meats she needs on the list. Then, she asks Danny to get some fruits. He and his father go to the fruits corner. Danny sees many kinds of fresh fruits here. There are baskets of apples, oranges, mangoes, and pears. There are also hands of bananas on the table. Beside the table, there are some watermelons. On another table, there are also baskets of grapes, lemons, and strawberries. They pick out a hand of bananas, some apples and oranges and go back to mother to give the fruits.

Mother is now at the vegetables corner. She picks out some vegetables. They are two heads of broccoli and cauliflower, a bunch of spinach and some eggplants. In the vegetables corner, there are also heads of lettuces and cabbages, bundles of carrots and some bunches of potatoes, tomatoes, eggplants, string beans and celeries.

At the processed foods, mother takes two cans of sweetcorn. Danny picks out a box of cereal and a bar of chocolate. He loves chocolate very much. Meanwhile, his father takes three bottles of milk and a round of cheese at the dairy products corner.

After they get all the foods they need, they head to the cashier and pay for the groceries. After that, they go home together with hands full of groceries bags.

Adapted from: <http://www.child-behavior-guide.com/support-files/free-social-stories-01.pdf>



1. Who go to the grocery store with Danny?
 - a. His mother only.
 - b. His father only.
 - c. His parents.
 - d. His friends.
2. At the grocery store, how many foods corners are there?
 - a. Seven.
 - b. Six.
 - c. Five.
 - d. Four.
3. Where does Danny go after the meat and fish corner?
 - a. to the vegetables corner
 - b. to the dairy products corner
 - c. to the fruits corner
 - d. to the beverages corner
4. What fruits do Danny and his father pick out together?

a.



b.



c.



d.



5. Danny's mother picks out a head of broccoli and cauliflower at the vegetables corner. Which picture goes with the underlined word?

a.



b.



c.



d.



6. Which one is the true statement of Danny's father when he is at the dairy products corner?
- a. He takes a bottle of milk and a bar of chocolate.
 - b. He takes two bottles of milk and a cup of yogurt.
 - c. He takes three bottles of milk and a box of cereal.
 - d. He takes three bottles of milk and a round of cheese.
7. Choose the right statement about the following picture.



- a. There are five watermelons in the grocery store.
 - b. There is one pumpkin in the grocery store.
 - c. There are seven green apples in the grocery store.
 - d. There are six heads of cabbage in the grocery store.
8. There are two cartons of mango juice at the beverages corner of the grocery store. Which picture goes with the sentence?



a.



b.



c.






d.



Questions 9-10

Look at the shopping list of Ryan's mother below. Complete the shopping list based on the pictures.

Shopping list:

Fruits: grapes, , and  (9)
Vegetables: broccoli, cauliflower,
spinach, potatoes, eggplants,
Bread
 (10)
Milk
Cookies

9.

- a. apples and mangoes
- b. apples and grapes
- c. apples and lemons
- d. apples and oranges

10.

- a. sweets
- b. chocolate
- c. cake
- d. ice cream





REFLECTION

What did you learn so far? Circle the things that you learned from the following points:

- After learning this unit, now I can:
 - make a shopping list,
 - comprehend "Ted and Nina Go to the Grocery Store" story clearly,
 - comprehend impersonal 'there' in the grammar section,
 - understand the right unit of measurement for different kinds of foods, fruits, vegetables, and beverages,
 - apply the right unit of measurement for different kinds of foods, fruits, vegetables, and beverages.
- I really enjoyed this unit, especially on the Task _____
- I want to learn more about:
 - listing and labeling,
 - stories about grocery shopping,
 - impersonal 'there'.
- Read the following statements and give tick (✓) to the items that you agree on:

Statements	Yes	No	Fairly
I learn new experiences through this unit.			
The tasks are interesting and creative.			
I can easily follow the instructions from the tasks.			
The tasks strongly motivate me to learn.			
This unit makes me love English more.			





THE FUN CORNER



Find all the hidden words in the word-search box below. Words can go both horizontally(➡) and vertically(⬇).

D	H	U	L	C	H	O	C	O	L	A	T	E	M	I
C	I	C	E	C	R	E	A	M	G	K	I	M	B	E
O	N	P	U	T	V	Z	W	C	E	E	G	U	R	O
M	I	L	K	E	A	O	N	D	Q	A	E	C	O	R
F	L	I	T	W	L	E	T	T	U	C	E	A	C	Z
E	H	A	F	R	A	P	E	M	J	S	U	B	C	E
C	T	Y	U	B	F	H	G	I	G	B	E	R	O	A
O	N	O	A	B	H	M	A	N	G	O	Z	E	L	P
O	O	G	C	A	G	E	T	N	A	Y	E	A	I	P
K	R	U	E	N	K	I	F	B	E	R	U	D	K	L
I	Z	R	L	A	S	B	U	T	T	E	R	H	V	E
E	W	T	E	N	I	A	V	H	N	S	L	O	M	I
S	E	K	R	A	C	H	E	E	S	E	Y	W	I	A
A	L	K	Y	E	R	S	P	I	N	A	C	H	L	S
O	R	A	N	G	E	T	A	M	B	K	U	R	K	W

FRUITS	PROCESSED FOODS	DAIRY PRODUCTS	VEGETABLES
...
...
...
...





VOCABULARY

Vocabulary	Part of Speech	Pronunciation	Meaning
meat	noun	/mi:t/	daging
different	adjective	/'dɪf.ər.ənt/	berbeda
round	adjective	/raʊnd/	bulat
eggplant	noun	/'eg.plænt/	terong
buy	verb	/baɪ/	membeli
choose	verb	/tʃu:z/	memilih
responsible	adjective	/rɪ'spɑ:nt.sɪ.bl/	tanggung jawab
freely	adverb	/'fri:li/	dengan bebas
prepare	verb	/prɪ'per/	menyiapkan
fresh	adjective	/frefʃ/	segar
allow	verb	/ə'laʊ/	mengizinkan
soon	adverb	/su:n/	segera



Ryan, the Cheerful Boy



In this chapter, you will learn:

- common adjectives to describe people's characteristics,
- how to ask about people's appearance and personality,
- how to tell people's appearance and personality.



WARM UP

TASK 1

Look at the pictures carefully and answer the following questions briefly.



Taken from: <http://www.amazon.com/Lifetime-Youth-Basketball-Hoop/dp/B00GH0H25S>



Taken from: <http://cardinalrec.stanford.edu/aquatics/masters-swim/tim-edmonds-blog/>



Taken from: <http://www.dreamstime.com/stock-photo-family-sport-happy-active-mother-kids-jogging-outdoors-running-forest-image54139380>



Taken from: <http://www.nationaltrust.org.uk/cycling>

- What activities are in the pictures?

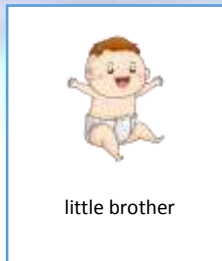
- Do you like those activities? _____
- Which one do you like?

- How are the people in the pictures like? Are they happy? Or are they sad?



TASK 2

Let's ask questions.
Make questions using items in the box below.



1. What does _____ look like?
2. What does _____ look like?
3. What does _____ look like?
4. What do _____ look like?
5. What do _____ look like?



MAIN LESSON

TASK 3

Let's match the sentences.
Match each description with the correct picture by
putting number in the circles.

1. My father is very strong. He can lift me and my little sister by hands.
2. Mrs. Diana is fat. Her weight is over 100 kg.
3. Andy is clever. He likes reading books and studying.
4. Bella is slim. She keeps her food and nutrition well.



5. My mother is a caring woman. She takes a good care of me when I am sick.
6. Danny is tall. His hobby is playing basketball.
7. Rio is naughty. He teases his friend in the boy's bathroom in his school.
8. My big brother is kind. He helps a little kid in the park.
9. Bella's cousins are extremely lazy. They stay on the couch all day long.
10. Mr. Hari is quite short but he is a hard-working man.



TASK 3

Let's fill in the blanks.

Complete the following questions using items in the box.

Father Rio Dodi and Tia
Mother Big brother



What is _____ like? She is caring and kind. She takes care of her child very well.



What is _____ like? He is very friendly. He helps a little kid in the park.



What is _____ like? He is strong and powerful. He can lift me and my little sister by hands.



What is _____ like? He is naughty. He often teases a man in the men's bathroom.



What are _____ like? They are so lazy. They stay on the couch all day long.



TASK 5

Let's read a story, everyone.
Read the story of Ryan below carefully.

Ryan, the Cheerful Boy

Ryan is eleven years old. He is a good looking boy with a lovely smile, sparkly brown eyes and short brown hair. Ryan is bright, friendly, chatty boy and he is generally very positive and happy.

Ryan is just about the right height and the right build for an eleven years old boy. He is fit and healthy. He usually goes cycling to the park near his house in the afternoon.



Sometimes he meets his friends there and they play football, basketball or have running races.

Ryan likes to play outside very much, but when he is indoor he likes to help her



mother to do grocery shopping. He also likes to play together with her little sister in the living room. Sometimes, they

play on the computer or watch television together, but, he does not like to sit still for too long. Ryan is a cheerful boy. His family loves him very much. When he is sick, her mother takes a very good care of him.



Adapted from: Rees, Joy. Life Storybooks for Adopted Children.



TASK 6

Let's learn vocabulary.
Learn and read the list of vocabulary below.

Vocabulary	Pronunciation	Meaning
cheerful	/ˈtʃɪr.fəl/	riang
lovely	/ˈlʌv.li/	indah
sparkly	/ˈspɑː(r)kli/	berkilauan
bright	/braɪt/	cemerlang
chatty	/ˈtʃæt.i/	suka mengobrol
build	/ˌbɪld/	postur badan
meet	/mi:t/	bertemu
race	/reɪs/	perlombaan
often	/ˈɑːfən/	sering
take care of	/teɪk.ker.əv/	merawat

TASK 7

Let's comprehend the "Ryan, the Cheerful Boy" story.
Answer the following questions correctly.

1. How old is Ryan?
 - a. Seven years old.
 - b. Eight years old.
 - c. Ten years old.
 - d. Eleven years old.
2. What does Ryan look like?
 - a. He has a lovely smile, sparkly brown eyes, and short brown hair.
 - b. He has a sparkly smile, lovely black eyes, and short brown hair.
 - c. He has a lovely smile, sparkly blue eyes, and short black hair.
 - d. He has a lovely smile, sparkly green eyes, and short red hair.
3. "He is a good looking boy with ..." The underlined word has the same meaning as ...



- a. beautiful
 - b. pretty
 - c. handsome
 - d. ugly
4. What is Ryan like?
- a. He is bright, bad-tempered, and he is generally very noisy and clumsy.
 - b. He is bright, friendly, chatty boy and he is generally very positive and happy.
 - c. He is friendly, talkative, and he is generally very mean and boring.
 - d. He is bright, kind, and he is generally very happy but noisy.
5. What does Ryan like to do in the park with his friends?
- a. Cycling.
 - b. Playing football.
 - c. Playing tennis.
 - d. Swimming.
6. "Ryan likes to play outside very much, but when he is indoor he likes to help her mother to do grocery shopping." What does the underlined word mean?
- a. Inside a house.
 - b. Inside a door.
 - c. Inside a computer.
 - d. Inside a television.
7. With whom does Ryan like to play together besides his friends?
- a. His friends.
 - b. His mother.
 - c. His little sister.
 - d. His little brother.
8. "Ryan is bright, friendly, chatty boy and he is generally very positive and happy." The underlined word is similar to ...
- a. usually
 - b. continuously
 - c. always



- d. rarely
9. "Ryan is bright, friendly, chatty boy and ..." The closest meaning to the underlined word is ...
- a. cheerful
 - b. intelligent
 - c. lazy
 - d. diligent
10. "Ryan is bright, friendly, chatty boy and ..." The opposite meaning of the underlined word is ...
- a. noisy
 - b. talkative
 - c. silent
 - d. lively

TASK 8

Let's figure out the adjectives.

Study the lesson on adjectives of people below.

- An adjective is a word that describes a noun or pronoun.
- In describing people, there are two kinds of adjectives that are usually used. They are adjectives of appearance and personality.
- The adjectives of appearance are related to the physical characteristics of a person including height, build, face, eyes, nose, and hair.



What does she look like?

She is short.
She is of medium build.
She has long brown hair.
She has green eyes.
Her nose is flat.
She is pretty.



What does he look like?

He is very tall.
 He is slim.
 He has short blond hair.
 He has blue eyes.
 He has a pointed nose.
 He has fair complexion skin.
 He is well dressed.



ADJECTIVES OF APPEARANCE

Height: <ul style="list-style-type: none"> • tall • short • medium height 	Skin: <ul style="list-style-type: none"> • fair complexion • dark skin
Build: <ul style="list-style-type: none"> • slim/thin/skinny • fat • well-built • medium build 	Eyes: <ul style="list-style-type: none"> • black • brown • green • blue
Nose: <ul style="list-style-type: none"> • flat • pointed 	Hair: <ul style="list-style-type: none"> • short • long

- The adjectives of personality are the adjectives that are used to describe a person's character, such as how they generally behave, feel, and think in their daily life.



What is he like?

He is kind and friendly.
 He helps his grandmother to cross the street.



What is she like?

She is bad-tempered.
She gets angry easily.



How is he like?

He is very generous.
He always gives people in need.

ADJECTIVES OF PERSONALITY

- intelligent
- clever
- cheerful
- hard-working
- confident
- bad-tempered
- chatty
- friendly
- kind
- naughty
- lazy
- stubborn
- generous
- ...
- ...
- ... etc.



TASK 9

Let's check the grammar section.
Learn the explanation in the box below carefully.

Describing People's Characteristics

To ask about people's appearance, you can use:

What + do/does + S + look like +?

e.g.: What does Mr. Hari look like?

To ask about people's personality, you can use:

What/How + is/am/are + S + like +?

e.g.: What is Bella like?

To tell people's appearance and personality, you can use:

S + (is/am/are) + Adjective

e.g.: He is tall.

She is friendly.

S + have/has + Adjective + Noun

e.g.: He has short hair.

TASK 10

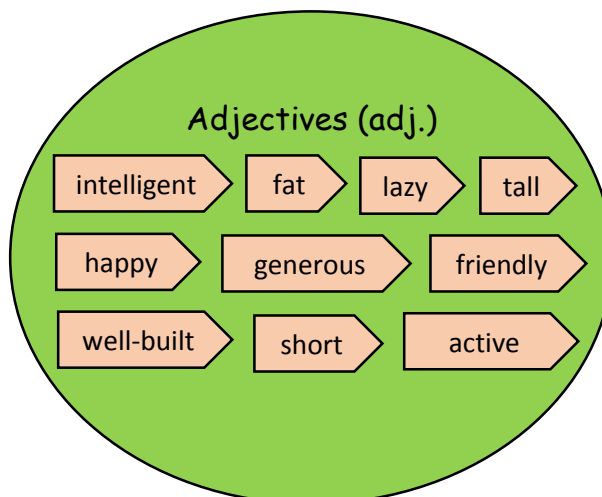
Let's practice.

Complete the following phrases using the proper adjectives in the circles.

1. Andy is very _____. He has long legs.
2. Bella is quite _____. Her height is the same as an eight year old kid.
3. Mrs. Diana is _____. She needs to keep her diet.
4. Danny is always _____. He never shows frowning faces.



5. My cousin likes to work out at the gym. His body is _____.
6. He is highly _____. He can pass the final examination with the highest score.
7. They are so _____ to new people in the neighborhood. They make people comfort when they are with them.
8. That little boy is hyper _____. He cannot sit still for a while.
9. He is too _____. He often skips morning classes only because he finds it difficult to get up earlier.
10. She is _____. She does not mind sharing and giving her precious things for charity.



TASK 11

Let's help Ryan.

Make a group and help Ryan to find his niece and nephew in the airport by following task directions below.

Ryan has a niece and a nephew. They come from Bali. They come to his house to spend their school holidays. He has to pick them up in the airport. Please help him to find his niece and nephew. Describe the appearance of Ryan's niece and nephew based on the pictures.





What does she look like?

- a. Height: _____
- b. Build: _____
- c. Eyes: _____
- d. Nose: _____
- e. Hair: _____
- f. Skin: _____

Taken from:
<http://www.pinterest.com/>

What does he look like?

- a. Height: _____
- b. Build: _____
- c. Eyes: _____
- d. Nose: _____
- e. Hair: _____
- f. Skin: _____



Taken from:
<http://www.oldnavy.com/products/boys-clothing.jsp#>



TASK 12

Let's share your work.

Exchange your group results on Task 11 to other groups in your class.

Sit with your own group and exchange your results to other groups. Read aloud their results and discuss them together.

**HOMEWORK**

Do you have a family picture? Bring one of your family pictures then choose one of your family members and describe his/her appearance and personality using the vocabulary you have learned properly.

My beloved _____

What does _____ look like?	What is _____ like?
Appearance	Personality





EVALUATION

Choose the correct answer for each of the following questions.

Question 1-7

Emma's and Jerry's Hobbies

Emma and Jerry are good friends. They are Grade 7th students of the same school. They usually play together. Both of them are tall but Jerry is slightly bonny while Emma is slim. She has medium long blonde hair and she always wears jeans.

Emma and Jerry like to watch movies. No, actually Emma and Jerry love to watch movies. They have only one tiny problem. They never like the same movies.

Emma is a brave and lively girl. She likes horror movies. She likes the fear and the blood. Jerry, on the other hand, hates horror movies. He is gentle, kind, and a peace-loving person. He hates the fear and the blood. He likes love stories. He likes romantic couples and happy endings. Emma hates romantic movies. She thinks they are silly and boring.

Adapted from: <http://www.ready-learn-english.com/support-files/english-short-stories-free.pdf>

1. What is their hobby in the story?
 - a. Making crafts.
 - b. Riding bike.
 - c. Watching movies.
 - d. Cooking foods.



2. Which picture goes with the writer's hobby in the story?

a.



b.



c.



d.



3. "Both of them are tall but Jerry is slightly bonny while Emma is slim." The underlined word has the same meaning to ...

- a. handsome
- b. fat
- c. slender
- d. short

4. What does Emma look like?

- a. She is tall, bonny and has long blonde hair.
- b. She is tall, slim and has short blonde hair.
- c. She is tall, bonny and has medium long blonde hair.
- d. She is tall, slim and has medium long blonde hair.

5. Which picture goes with Emma's appearance?

a.



b.



c.



d.



6. What is Jerry like?
- a. He is friendly, gentle and brave.
 - b. He is gentle, clever and a caring person.
 - c. He is kind, gentle and a peace-loving person.
 - d. He is gentle, friendly and a hard-working person.
7. What kinds of movies does Jerry like?
- a. Horror movies.
 - b. Action movies.
 - c. Sci-fi movies.
 - d. Romantic movies.
8. Lina : "Hi Sarah, do you know the new student in your class?"
Sarah : "Hi, Lina. Of course, I know her. Her name is Lily."
Lina : "What does she look like?"
Sarah : "She is tall and slender. Her hair is black and short."
The underlined word has the opposite meaning to ...
- a. slim
 - b. skinny
 - c. fat
 - d. thin

Question 9-10

I have a _____ (9) mother. She always takes care of our family. She is quite short. Her hair is short and black. She has dark skin. She loves cooking very much. To try a new recipe, she often reads a recipe book. She practices cooking every day. That is why she is _____ (10) in cooking for her family.



9. a. boring
b. chatty
c. bad -tempered
d. caring

10. a. clumsy
b. intelligent
c. generous
d. stubborn



REFLECTION

What did you learn so far? Circle the things that you learned from the following points:

- After learning this unit, now I can:
 - describe people's appearance,
 - describe people's personality,
 - comprehend "Ryan, the Cheerful Boy" story clearly,
 - comprehend expressions of asking people's appearance and personality in the grammar section,
 - comprehend expressions of telling people's appearance and personality in the grammar section.
- I really enjoyed this unit, especially on the Task _____
- I want to learn more about:
 - adjectives of appearance,
 - adjectives of personality,
 - descriptive expressions.
- Read the following statements and give tick (✓) to the items that you agree on:

Statements	Yes	No	Fairly
I learn new experiences through this unit.			
The tasks are interesting and creative.			
I can easily follow the instructions from the tasks.			
The tasks strongly motivate me to learn.			
This unit makes me love English more.			





THE FUN CORNER



DID YOU KNOW?



**WHY DO
I FEEL SICK
WHEN I READ
IN A MOVING
CAR??**

The fact is: When you are moving in a car, your ears and skin get the signal that you are moving. But when you are reading a book, your eyes get the signal that the book is not moving. So you feel you are not moving either. So, when you read in a moving car, your brain gets a little confused. As a result, you may feel tired or dizzy, or you may even feel like throwing up.

Courtesy of https://www.youtube.com/watch?v=r3_kr8Y-GNs





VOCABULARY

Vocabulary	Part of speech	Pronunciation	Meaning
tease	verb	/ti:z/	meledek/menggoda
keep	verb	/ki:p/	menjaga
talkative	adjective	/'tɔ:.kə.tɪv/	cerewet
rarely	adverb	/'rer.li/	jarang
hyper	adjective	/haɪ.pə(r)/	hiper
appearance	noun	/ə'piərə.ənts/	penampilan
personality	noun	/pɜ:..sən'æl.ə.tɪ/	kepribadian
gentle	adjective	/'dʒen.tl/	lembut
slightly	adverb	/'slait.li/	agak
silly	adjective	/'sɪl.i/	konyol
fear	noun	/fiə/	rasa takut
shy	adjective	/ʃaɪ/	malu-malu



Ben's Daily Routines



In this chapter, you will learn:

- daily routines,
- how to tell about daily routines,
- how to ask about people's daily routines,
- simple present tense.



WARM UP

TASK 1

Look at the pictures carefully and choose the correct answer.



What activity does she do in the picture?

- a. She has breakfast.
- b. She washes her hands.
- c. She studies something.

Taken from:

<http://www.englishexercises.org/makeagame/viewgame.asp?id=80>

What activity does he do in the picture?

- a. He gets dressed.
- b. He takes a bath.
- c. He has lunch.



Taken from:

http://www.dianliwenmi.com/postimg_6003166_3.html



Taken from:

http://www.clipartpanda.com/clipart_images/boy-doing-homework-2729930-jpg-

What activity does he do in the picture?

- a. He has dinner.
- b. He plays on a computer.
- c. He does his homework.



TASK 2

Do you want to know further?

Give tick (✓) on the items you want to know further in this unit.

I want to know more about ...

a. daily routines

☐

b. how to tell about daily routines

☐

c. how to ask about people's daily routines

☐

d. simple present tense

☐

TASK 3

Let's ask questions.

Arrange the following words of each number into an interrogative sentence.

1. daily - are - your - routines - What - ?

Answer:

2. every - does - Ana - What - morning - do - ?

Answer:

3. What - after - do - you - school - do - ?

Answer:

4. morning - takes - Ana - a - bath - every - afternoon - and - .

Answer:

5. night - studies - Ben - English - every - .

Answer:

6. have - I - morning - breakfast - every - .

Answer:





MAIN LESSON

TASK 4

Let's match the pictures.

Match pictures with the words by giving the same numbers to the words' circles and read aloud the passage.

Fino's Daily Routines



Fino

at 5 o'clock in the morning. He



and gets dressed. His mother always prepares breakfast for him. He



every morning. Then, he



. At school, he



diligently. At the break time, he plays with his friend on the

school yard. He has lunch after school at home. After that, he



Sometimes, he



after doing his homework or he



. He



with his family in the evening. At last,



he

at 9.30 p.m. Those are his daily routines.

studies

watches television

gets up

has dinner

takes a shower

has breakfast

plays on the computer

goes to school

does his homework

goes to bed



TASK 5

Let's read a story, everyone.

Read the story of Ben below carefully.

Ben's Daily Routines

Ben is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is now eleven years old and he has got an older brother, David, and a younger sister, Emma.



He starts his day at half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth, and gets dressed. Then he has breakfast and at a quarter past eight he leaves home and rides his bike to school. He usually has lunch at the school canteen. After school, at half past three, he goes home. Then, he does his school homework and when he finishes it he plays with his friends in the park near the house. He gets home at seven o'clock in the evening. Then, he cleans himself and helps his Mom to lay the table for dinner. At half past seven the family has dinner together.



Ben is a very helpful boy, so he helps his mother to clean up everything after dinner.

He usually watches TV for a while after dinner. At about ten o'clock the most he brushes his teeth again and goes to bed. His parents always kiss him good night before he gets asleep. Ben is a very happy boy.



Adapted from: <http://www.slideshare.net/monicaruzgutierrez/daily-routine-story>



TASK 6

Let's learn vocabulary.

Learn and read the list of vocabulary below.

Vocabulary	Pronunciation	Meaning
ride	/raɪd/	menaiki
canteen	/kæn'ti:n/	kantin
lay	/leɪ/	membentangkan
helpful	/'help.fəl/	membantu
clean	/kli:n/	membersihkan
finish	/'fɪn.ɪʃ/	menyelesaikan
homework	/'həʊm.wɜ:k/	pekerjaan rumah

TASK 7

True or false.

Find out which statement is true and which one is false by giving a checkmark (✓) in the True or False columns.

Statements	True (T)	False (F)
1. Ben is an American boy.	✓	
2. He lives in a modern house.		
3. He is eleven years old.		
4. He has got two brothers.		
5. Ben gets dressed after he has breakfast.		
6. He walks to school with his friends.		
7. Ben has lunch at the school canteen.		
8. After he gets home, he plays with his friends.		
9. He finishes his homework after school.		
10. Ben goes to bed after he brushes his teeth again.		



TASK 8

Let's comprehend the "Ben's Daily Routines" story.
Answer the following questions correctly.

1. Where does Ben live?
 - a. Las Vegas
 - b. Los Angeles
 - c. Los Banos
 - d. Los Gatos
2. How does Ben go to school?
 - a. By school bus.
 - b. By a car with his father.
 - c. On foot.
 - d. By riding a bike.
3. Where does he have lunch?
 - a. At the school canteen.
 - b. At home.
 - c. At a cafeteria.
 - d. At his friend's flat.
4. What does Ben do after school?
 - a. He plays with his friends.
 - b. He helps his mother.
 - c. He does his homework.
 - d. He watches TV.
5. After Ben gets up, he ...
 - a. gets dressed
 - b. brushes his teeth
 - c. has breakfast
 - d. takes a shower
6. "He lives with his family in a modern house." What does the antonym of the underlined word?
 - a. recent
 - b. new
 - c. traditional
 - d. present
7. Whom does Ben like to help to lay the table for dinner?
 - a. His brother.
 - b. His mother.
 - c. His sister.
 - d. His father.
8. Where do Ben and his friends play together?
 - a. at the school yard
 - b. at a nearby field
 - c. at Ben's house
 - d. at the park
9. What are Ben's routines before he gets asleep?
 - a. He brushes his teeth after dinner and gets a good night kiss from his parents.



- b. He brushes his teeth again after watching TV and goes to bed.
 c. He brushes his teeth again and watches TV for a while.
 d. He brushes his teeth again and has dinner with his family.
10. "He gets up, goes to the bathroom, ..." Which picture goes with the underlined word?

a.



b.



c.



d.



TASK 9

Let's figure out the daily routines.

Study the explanation of daily routines of people below.

- Daily routines are activities that you do every day or frequently. They can be called habitual activities as well.
- Daily routines include the following list:

DAILY ROUTINES	
Activities	Meaning
waking up	bangun tidur
getting up	bangun
taking a bath/shower	mandi
brushing teeth	menyikat gigi
getting dressed	berpakaian
having breakfast	sarapan
leaving for school	berangkat sekolah
studying at the school	belajar di sekolah
going home	pulang sekolah
having lunch	makan siang



doing homework
playing
watching TV
having dinner
going to bed

mengerjakan pekerjaan rumah
bermain
menonton TV
makan malam
pergi tidur

- There is a slight difference among some activities in daily routines. Do you notice it? Well, they are:

1) The difference between waking up and getting up:

Waking up



Getting up



2) The difference between taking a bath and a shower:

Taking a bath



Taking a shower



TASK 10

Let's check the grammar section.

Learn the explanation in the box below carefully.

SIMPLE PRESENT TENSE

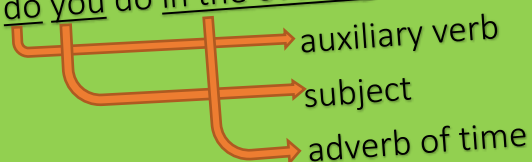
Danny: What do you do in the evening? ①

Ben: I have ② dinner with my family and after that I often ③ listen ② to music and watch ② TV. How about you?

Danny: Well, after having dinner, I always ③ play ② on my computer for couple hours and then I brush ② my teeth again and go ② to bed.

① To ask about habits or daily routines, you can use:

What do you do in the evening?



So, when the subject is singular (she/he/it), it becomes:

What does he do in the evening?



Cont.

② To tell about habits or daily routines, you can use:

e.g.: I have dinner with my family.

I listen to music.

I watch TV.

Simple Present Tense → I watch TV.
(Subject) + (Verb) + (Object)

Note: The verb follows the subject. An additional -s/-es at the end of the verb is needed when the subject is third person singular (she/he/it).

E.g.: Anna watches TV.

Andy plays on his computer every Saturday night.

③ Adverb of time in Simple Present Tense:

- every
- always
- usually
- often
- sometimes
- never

• Sundays, mornings, etc. (there is an additional -s at the end of the times; it also means 'every'.)

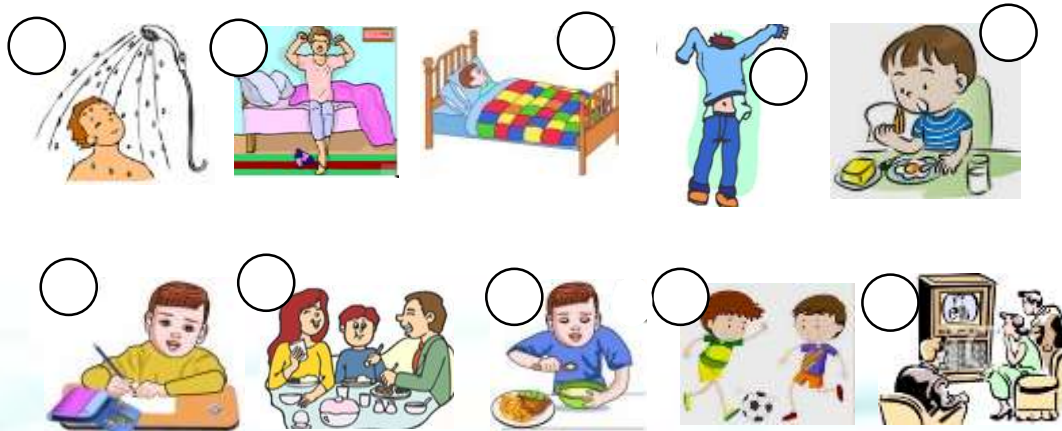
e.g.:

Ben watches TV in the evenings. = Ben watches TV every evening.



TASK 11**Let's practice.****Complete the following sentences using the correct verbs.**

1. Ben _____(get) dressed after taking a bath.
2. He usually _____(have) breakfast together with his family.
3. She _____(leave) for school by taking the school bus.
4. I always _____(do) my homework after dinner.
5. Andy _____(play) with his friends at the park near the school.
6. Mr. Hari often _____(watch) TV in the living room with his sons.
7. They _____(go) to bed early every Sunday night.
8. Sometimes, we _____(study) at the school until late afternoon.
9. Ana _____(take) a shower again in the afternoons.
10. She _____(brush) her teeth twice every day.

TASK 12**Let's help yourself.****Find yourself a partner and arrange the following jumbled pictures below by putting ordered numbers in the circles. Don't forget to describe each picture into the passage.***What do you do every day?*

In the morning, I _____ at 5 o'clock. Then, I _____, brush my teeth, and _____. After that, I eat _____ with my family. At half past six, I go to school with my father. He drives his car to work after he drops me at the school. At school I study with my friends. We study diligently. Six hours later I go home and have my _____ at home. After that, I _____ before I go out and play with my friends. I play at the park near my house. There, I usually _____. In the evening, I go home. At seven o'clock I and my family have _____ together. Then, we also _____ for a while. I _____ after I brush my teeth again. It is usually at ten o'clock.

TASK 13

Let's share your work.

Exchange your group results on Task 12 to other groups in your class.

Sit with your partner and exchange your results to other groups. Read aloud their results and discuss them together.





HOMEWORK

Below is a column of daily routines. Fill in the blank columns according to the person. Make a complete sentence for each activity in every column. The first activity is done as an example.

What do you do?

Activities	My friend	Me
get up	Ana gets up at five o'clock.	I get up at a quarter pass five.
have breakfast		
go to school		
have lunch		
play on computer		
do homework		
watch TV		
have dinner		
brush teeth		
go to bed		





EVALUATION

Choose the correct answer for each of the following questions.

Question 1-7

Sophie's Daily Routines

Sophie is twelve years old and she lives in Brighton, England.

She always gets up at a quarter to eight in the morning. Then, she takes a shower, gets dressed, and brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast, and orange juice. Then she brushes her teeth again because she likes them white and healthy.

Then she goes to the bus stop to catch the school bus. She meets her friends there. She usually has lunch at the school canteen with her schoolmates at about half past twelve.

After school she returns home and does her homework. She is a very hardworking pupil and she never misses a school task. After that, she usually listens to music and watches TV a bit.

Then, she usually has dinner together with her family. Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth again. Sophie is a happy little girl.

Adapted from: https://en.islcollective.com/resources/printables/worksheets_doc_docx/sophies_daily_routine/present-simple-daily/21729

1. What time does Sophie get up?
 - a. At 7.15 a.m.
 - b. At 8.15 a.m.
 - c. At 7.45 a.m.
 - d. At 6.45 a.m.



2. After Sophie gets up, what does she do?
- a. She takes a shower, has lunch, and brushes her teeth.
 - b. She takes a shower, gets dressed, and brushes her teeth.
 - c. She gets dressed and goes to the bus stop.
 - d. She get dressed, has breakfast, and goes to the school.
3. "After school she returns home and does her homework." The underlined word has the similar meaning to ...
- a. go back to
 - b. go to
 - c. arrive at
 - d. leave for
4. How does Sophie get to her school? Sophie goes to school by...

a.



b.



c.



d.



5. Where does Sophie usually have lunch?
- a. At the school canteen.
 - b. At the school library.
 - c. At the bus stop.
 - d. At her home.
6. What does Sophie do when she returns home?
- a. She listens to music.
 - b. She watches television a bit.
 - c. She plays with her friends.
 - d. She does her homework.
7. How many times a day does Sophie brush her teeth?



- a. Once a day.
 - b. Twice a day.
 - c. Three times a day.
 - d. Four times a day.
8. My sister _____ her face after she gets up in the morning.
- a. wash
 - b. washes
 - c. washing
 - d. washed
9. He _____ diligently at school.
- a. studied
 - b. studying
 - c. study
 - d. studies
10. She always _____ her hair after taking a shower.
- a. combing
 - b. comb
 - c. combs
 - d. combed





REFLECTION

What did you learn so far? Circle the things that you learned from the following points:

- After learning this unit, now I can:
 - tell about daily routines/activities,
 - ask about daily routines/activities,
 - comprehend "Ben's Daily Routines" story clearly,
 - comprehend present tense clearly in the grammar section,
 - comprehend differences between similar daily routines/activities.
- I really enjoyed this unit, especially on the Task _____
- I want to learn more about:
 - daily routines vocabulary,
 - daily routines expressions,
 - present tense.
- Read the following statements and give tick (✓) to the things that you agree on:

Statements	Yes	No	Fairly
I learn new experiences through this unit.			
The tasks are interesting and creative.			
I can easily follow the instructions from the tasks.			
The tasks strongly motivate me to learn.			
This unit makes me love English more.			



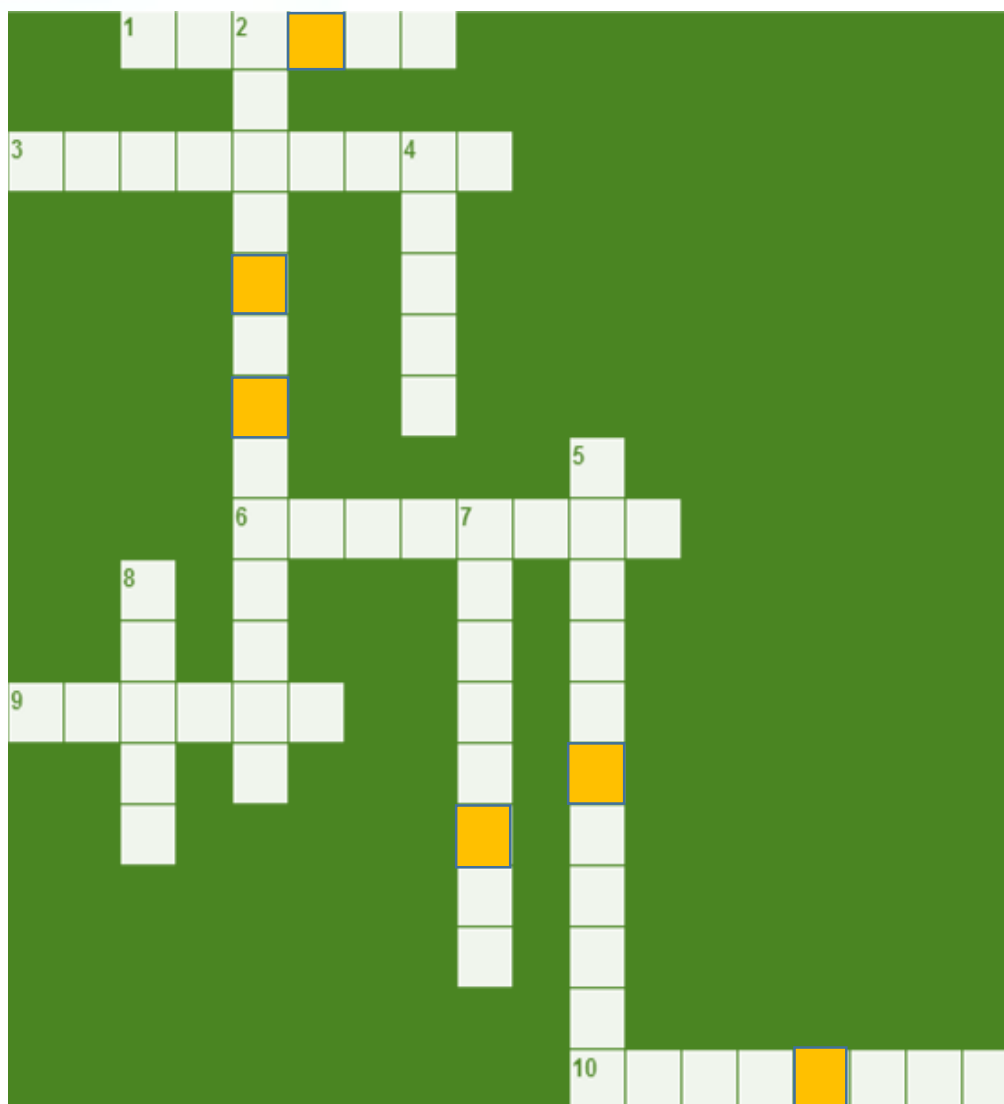


THE FUN CORNER



DAILY ROUTINES CROSSWORD

Fill in the crosswords with the correct answers of the following questions in the down and across columns.



made by using: Hot Potatoes 6 Software



Down ↓ :

2.



When you feel your body is dirty.

4. When you are tired, you go to ... in the night.



5. If you are a clean person, you do this when you take a shower and after eating some foods.



7. When you feel a bit bored after dinner in the evening with your family.



8. When you feel hungry in the afternoon, you have ...



Across → :

1. Before you begin your daily routines in the morning.



3. The first meal in the morning.



6. When you learn your school lesson again at home.



9. The last meal you have in the evening, usually with your family.



10. When your mom needs you to lay the table for dinner.





VOCABULARY

Vocabulary	Part of speech	Pronunciation	Meaning
daily	adverb, adjective	/ˈdeɪ.li/	sehari-hari
routine	noun	/ruːˈtiːn/	kegiatan/rutinitas
ride	verb	/raɪd/	menaiki
near	adjective	/nɪr/	dekat
slight	adjective	/slaɪt/	sedikit
follow	verb	/ˈfɑːləʊ/	mengikuti
diligently	adverb	/ˈdɪlɪdʒəntli/	dengan rajin
drop	verb	/drɒp/	mengantarkan
downstairs	adverb	/ˌdaʊnˈsterz/	lantai bawah
pupil	noun	/ˈpjuː.pəl/	murid
comb	verb	/kəʊm/	menyisir
catch	verb	/kætʃ/	menangkap
miss	verb	/mɪs/	melewati

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Appendix I

Permit Letters



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 844a/UN.34.12/DT/VIII/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 24 Agustus 2015

Kepada Yth.

Walikota Yogyakarta

c.q. Kepala Dinas Perizinan Kota Yogyakarta
Kompleks Balai Kota, Timoho, Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**DEVELOPING ENGLISH LEARNING MATERIALS USING A THEME-BASED STORY BOOK FOR
READING COMPREHENSION OF "WHEN ENGLISH RINGS A BELL" TEXTBOOK FOR GRADE VII
SMP/MTS.**

Mahasiswa dimaksud adalah:

Nama : NANA MEILIDA ASTARI
NIM : 11202244042
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus – Oktober 2015
Lokasi Penelitian : SMP Negeri 15 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

- Kepala SMP Negeri 15 Yogyakarta



PEMERINTAHAN KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682

Fax (0274) 555241

E-MAIL : perizinan@jogjakota.go.id

HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/2823

5224/34

Membaca Surat : Dari Dekan Fak. Bahasa & Seni - UNY
Nomor : 844a/UN.34.12/DT/VIII/2015 Tanggal : 24 Agustus 2015

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada : Nama : NANA MEILIDA ASTARI
No. Mhs/ NIM : 11202244042
Pekerjaan : Mahasiswa Fak. Bahasa & Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Suharso, M.Pd.
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING ENGLISH LEARNING MATERIALS USING A THEME-BASED STORYBOOK FOR READING COMPREHENSION OF "WHEN ENGLISH RINGS A BELL" TEXTBOOK FOR GRADE VII SMP/MTs

Lokasi/Responden : Kota Yogyakarta
Waktu : 24 Agustus 2015 s/d 24 November 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

NANA MEILIDA ASTARI

Dikeluarkan di : Yogyakarta
Pada Tanggal : 24-8-2015
An. Kepala Dinas Perizinan
Sekretaris



Drs. HARDONO
NIP. 195804101985031013

Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Negeri 15 Yogyakarta
4. Dekan Fak. Bahasa & Seni - UNY
5. Ybs.